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ABSTRACT

The School Program Bonanza Game is an approach to conducting a needs assessment. It differs somewhat from other needs assessment packages in that it attempts to provide a needs assessment concerning the overall purposes or goals of the school. In essence, the game asks people to choose a mix of variables from a range of competing alternatives. The way respondents choose indicates the trade-off values of individual items. This handbook provides a copy of the game, a section on administration and use of the game, and a section on the game's background. The game is to be administered to students, parents, board of education members, and laymen. (Author/IRT)

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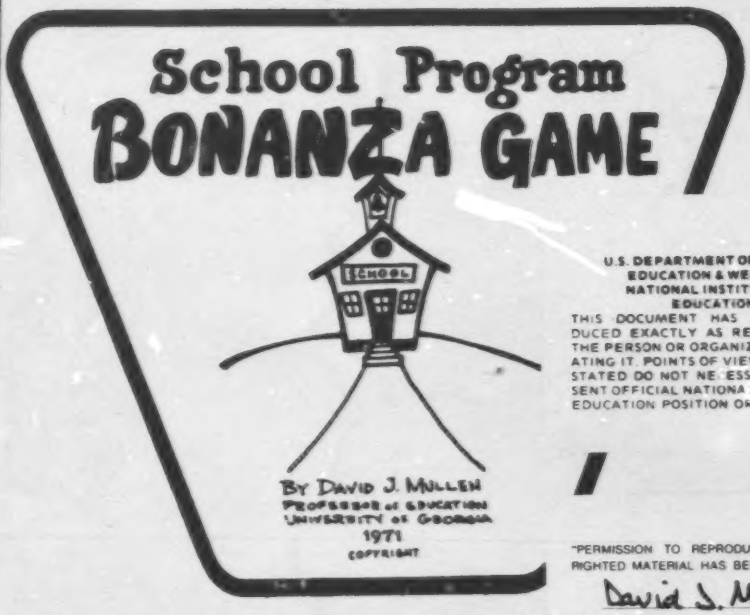
A PRINCIPAL'S HANDBOOK
for
CONDUCTING A NEEDS ASSESSMENT
using the
SCHOOL PROGRAM BONANZA GAME



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and
Rosemary C. Mullen
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PREFACE

If you were about to invest a large sum of your personal finances in a business venture and if the success of this business venture were completely dependent upon the patronage of people in *your* community, what would you be wise to do? Of course, you would try to find out if the product or service you were about to offer were needed. To do otherwise would be foolhardy because you could lose your investment. In business this approach is called "a market analysis" and all sound business firms are constantly conducting market analyses.

In public education, it is also foolhardy not to conduct a market analysis because without the continued support of the community public schools can get into serious trouble. Instead of calling it a market analysis; however, we are using the term "needs assessment."

Most principals agree that we should do "needs assessment," BUT, who has the time to work out all the details. BUT, who has the time to gather together all the information and then to analyze all these data. BUT, who can scrape up the money to meet the high price tag on the commercial packages? BUT, who can figure out ways simple enough to involve all parents and students and still get useful information?

The School Program Bonanza Game is designed to take care of all your BUTS. In the next section of this handbook (Part I - Admisistration and Use), you will see that every detail for the administration and use of the Bonanza Game has been worked out for you. The computer at the University will handle the data and scoring. The procedures spell out ways for the participants to analyze the data and make the needs assessment report. Through the Bureau of Field Services at the University of Georgia, the cost of the Bonanza Game for people in Georgia is at a non-profit rate. An elementary school package with games, answer sheets, computer service, and other basic materials is $100. For a middle or high school the cost is $150. Is the Bonanza Game easily understood by elementary students and their parents? Yes, fourth grade on up to twelfth grade students from low to high socio-economic groups have been able to respond effectively to it as a needs assessment tool.

What is in it for you Mr. and Ms. Principal? A needs assessment through total involvement of your school community builds a power base for leadership that can be challenged by no individual. It gives your school a "charter" for program development that has been built upon a data base by everyone in the community through their direct involvement. It provides a direction for your leadership efforts and makes you a Winner! In fact, through a good needs assessment program everybody WINS.

Through the sponsorship of the Georgia Elementary School Principals and the Bureau of Field Studies at the University of Georgia, a special price offer for using the School Program Bonanza Game is made to paid members of the GAESP who recruit two new members.

Every paid up GAESP member who recruits two new members may upon receipt of the new members dues by Ms. Lillian Parkman purchase the elementary school package, as may the two members, for $50. This offer is good up to November 15, 1974. To qualify, you must send a copy of your paid GAESP dues receipt along with copies of the paid dues receipts of the two members you recruited to:

David J. Mullen
Bureau of Field Services
College of Education
University of Georgia
Athens, Georgia 30602

Enclosed with the paid dues receipts (3) should be payment of $150 for the three schools which are going to use the Bonanza Game. Check(s) for the Bonanza Game should be made out to:

University of Georgia

School Program
BONANZA GAME

BY DAVID J. MULLEN
PROFESSOR of EDUCATION
UNIVERSITY of GEORGIA
1971
COPYRIGHT

You are about to have a chance to show what parts of the school program are important to you. You are also going to be able to tell how "good" or "not so good" you think your school is in certain areas.

There are no right or wrong answers. Nobody but you will know what answers you mark. All answers will be used to help make your school the way you want it to be.

STUDENTS:	"Play the game" and check the *one* grade level on the answer sheet for the grade which you are in at this time.
PARENTS:	"Play the game" and check the *one* grade level on the answer sheet for the grade which your son or daughter who brings this home to you is in.
SCHOOL STAFF:	"Play the game" and check the *one* grade level on the answer sheet for which you carry a major responsibility or interest.
LAYMEN:	"Play the game" and check the *one* grade level on the answer sheet for which you have the greatest interest.
BOARD OF EDUCATION:	"Play the game" for each of the three grade levels if all grade levels in the system are being surveyed. Each time you play, fill out a separate information and answer sheet or if only one school is involved play it for the main grade level of the school in your system which is doing this survey.

Take your answer sheet and fill out the GENERAL INFORMATION part. Use only a soft lead pencil. If you make a mistake erase completely.

After you fill out the GENERAL INFORMATION part then read the directions on the inside page of this booklet.

For use or further information about the Bonanza Game write to:

School Program Development Corporation
147 Chinquapin Way
Athens, Georgia 30601

SCHOOL PROGRAM BONANZA GAME

DIRECTIONS

If you have not filled in the General Information part of the answer sheet, do that right now. Use only a soft lead pencil to mark your answers. Erase completely if you make a mistake.

Remember to "play the game" for the grade level you checked in #1 on the answer sheet. It tells you on the front page which grade level to check.

How To Play The Game

Have you ever gone shopping in a department store? Remember how there are things in each department which you would like to buy but because you do not have enough money you have to make choices?

This game is a little like buying things in a department store. In the game you have 20 $100 play money bills. There are 9 areas (like departments in a department store) and each area has 3 pictures (things you can buy in that department). The first pictures in each area do not cost any money. The second pictures in each area cost 2 bills or $200. The third pictures in each area cost 4 bills or $400. To make a choice you must pay the price marked on each picture.

You do not have enough money to pick all the pictures so you must pick the ones most important to you. You must spend *all* your 20 bills. Also, you must put the exact number of bills called for under each picture. If you do not spend any money in an area that means that you think the thing shown in the first picture is ok.

For example in area 1. The 3R's

a - 0 bills $0 - 3R's to get along

b - 2 bills $200 - basic skills

c - 4 bills $400 - get into college

If you think that it is ok to learn enough 3R's to get along and want to spend your 20 bills in other areas, then do not put any bills on b (basic skills) or c (get into college). Go through the pictures in each of the 9 areas and spend your money for the most important things. Remember when you do not spend any money in an area that means the first picture in that area is ok.

Playing the Game

1. Tear or cut off one strip of $100 bills.
2. Read and look at the pictures in each area *from top to bottom*. Spend your money by tearing or cutting off 2 or 4 $100 bills as you need them.
3. You may change your mind by picking up your money and placing it on another picture.
4. When you have made your final choices then mark your answer sheet. Mark (a) if you did not place any money in an area. Mark (b) if you put 2 bills on the second picture in an area. Mark (c) if you put 4 bills on the third picture.

Rating Your School

After you mark the answer sheet showing how you spent your money then you are ready to rate your school.

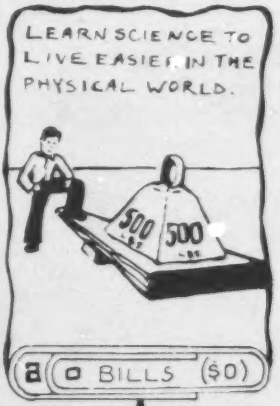
Forget the game and think about how "good" or "not so good" your school is in each of the 9 areas. Rate each area as: POOR, FAIR, OK, GOOD or GREAT.

$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100
$100

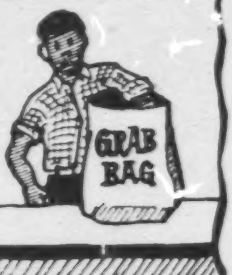
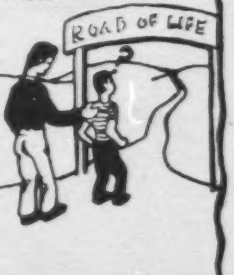
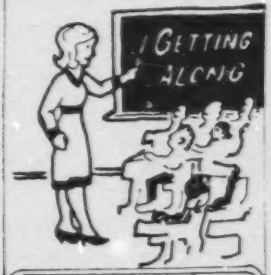
1. THE 3R'S READING, 'RITING AND 'RITHMETIC

2. THE SOCIAL WORLD SOCIAL STUDIES

3. THE PHYSICAL WORLD SCIENCE



4. THE WORK WORLD VOCATIONAL
5. THE ARTS MUSIC, ART, DRAMA, DANCE
6. HEALTH, PHYSICAL DEVELOPMENT AND SAFETY
NO PLANNED JOB PREPARATION PROGRAM
SCHOOL
a 0 BILLS ($0)
NO PLANNED PROGRAM IN THE ARTS
ART
DANCE
DRAMA
MUSIC
a 0 BILLS ($0)
NO PLANNED HEALTH, PHYSICAL DEVELOPMENT AND SAFETY PROGRAM
HEALTH
SAFETY
SPORTS
a 0 BILLS ($0)
STUDY ABOUT WORK
CAREERS
b 2 BILLS ($200)
LEARN TO PERFORM IN ONE OR MORE OF THE ARTS
b 2 BILLS ($200)
GENERAL PROGRAM IN HEALTH, PHYSICAL EDUCATION AND SAFETY - EMPHASIZING ATHLETICS
b 2 BILLS ($200)
ON-THE-JOB CAREER TRAINING
Special!
Sale
c 4 BILLS ($400)
MAKE THE ARTS PART OF EVERYDAY LIFE
c 4 BILLS ($400)
MAKE HEALTH PHYSICAL DEVELOPMENT AND SAFETY PART OF EVERYDAY LIFE
c 4 BILLS ($400)

7. MAKING CHOICES	8. RELATIONSHIPS WITH OTHERS	9. DEVELOPMENT OF SELF
NO PLANNED BASIS FOR MAKING CHOICES. 	NO PLANNED PROGRAM TO TEACH HOW TO GET ALONG WITH OTHERS.	EACH STUDENT COMPETES AGAINST EVERY OTHER STUDENT IN HIS GRADE.
a 0 BILLS ($0)	a 0 BILLS ($0)	a 0 BILLS ($0)
TAUGHT TO MAKE CHOICES BASED UPON TRADITION AND CUSTOM. 	SOME ATTENTION GIVEN TO LEARNING HOW TO GET ALONG WITH OTHERS.	EACH STUDENT MEASURES UP TO SOME STANDARD OR NORM.
b 2 BILLS ($200)	b 2 BILLS ($200)	b 2 BILLS ($200)
TAUGHT TO MAKE DECISIONS BASED UPON PERSONAL BELIEFS AND VALUES.	MUCH ATTENTION GIVEN TO LEARNING HOW TO GET ALONG WITH OTHERS. 	EACH STUDENT COMPETES WITH HIMSELF – EMPHASIS ON DOING ONE'S BEST.
c 4 BILLS ($400)	c 4 BILLS ($400)	c 4 BILLS ($400)

SCHOOL PROGRAM BONANZA GAME ANSWER SHEET

DO NOT FOLD OR BEND

Priorities HOW YOU SPENT YOUR MONEY	CATEGORY	Ratings HOW YOU RATE YOUR SCHOOL
1. a. $ 0 b. $ 200 c. $ 400	1. THE 3R's (reading) (writing) (arithmetic)	1. a. poor b. fair c. OK d. good e. great
2. a. $ 0 b. $ 200 c. $ 400	2. SOCIAL STUDIES	2. a. poor b. fair c. OK d. good e. great
3. a. $ 0 b. $ 200 c. $ 400	3. PHYSICAL WORLD (science)	3. a. poor b. fair c. OK d. good e. great
4. a. $ 0 b. $ 200 c. $ 400	4. WORK WORLD	4. a. poor b. fair c. OK d. good e. great
5. a. $ 0 b. $ 200 c. $ 400	5. THE ARTS	5. a. poor b. fair c. OK d. good e. great
6. a. $ 0 b. $ 200 c. $ 400	6. HEALTH P.E. SAFETY	6. a. poor b. fair c. OK d. good e. great
7. a. $ 0 b. $ 200 c. $ 400	7. MAKING CHOICES	7. a. poor b. fair c. OK d. good e. great
8. a. $ 0 b. $ 200 c. $ 400	8. RELATIONSHIP WITH OTHERS	8. a. poor b. fair c. OK d. good e. great
9. a. $ 0 b. $ 200 c. $ 400	9. DEVELOPMENT OF SELF	9. a. poor b. fair c. OK d. good e. great

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GENERAL INFORMATION

DATE _____

SCHOOL SYSTEM _____

SCHOOL NAME _____

CITY _____ STATE _____

1. **GRADE LEVEL**
   - ___ a. 1st to 5th grade
   - ___ b. 6th to 8th grade
   - ___ c. 9th to 12th grade

2. **YOUR POSITION**
   - ___ a. student
   - ___ b. teacher
   - ___ c. other certified staff *(principal, librarian, etc.)*
   - ___ d. parent
   - ___ e. interested layman
   - ___ f. board of education member

3. **YOUR RACE**
   - ___ a. black
   - ___ b. white
   - ___ c. other

4. **YOUR SEX**
   - ___ a. male
   - ___ b. female
   - ___ c. both parents *(when they answer together)*

5. **STUDENTS ONLY** – **PLANS AFTER HIGH SCHOOL**
   - ___ a. get a job
   - ___ b. be a housewife
   - ___ c. join the armed forces
   - ___ d. go to vo-tech or business school
   - ___ e. go to college
   - ___ f. do not know

6. **PARENTS & LAYMEN ONLY** – **TOTAL FAMILY INCOME**
   - ___ a. up to $5,000 a year
   - ___ b. $5,000 to $10,000 a year
   - ___ c. $10,000 to $15,000 a year
   - ___ d. $15,000 to $20,000 a year
   - ___ e. over $20,000 a year

7. **SCHOOL STAFF ONLY** – **YEARS EXPERIENCE IN EDUCATION**
   - ___ a. under 5 years
   - ___ b. 5 to 9 years
   - ___ c. 10 to 19 years
   - ___ d. 20 or more years

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Part I

Administration and use of the Bonanza Game

The principal is the key person in the successful use of the needs assessment through the Bonanza Game survey. It is essential that he understand the background material in PART II so that he can answer any questions about the validity and reliability of the Bonanza Game. Sometimes one or two parents will raise questions as an excuse for not involving the total community. They are the ones who usually want the school program to serve only *their* individual needs.

Just as the principal needs to be familiar with the material in PART II, even more importantly he needs to be thoroughly familiar with the "administration and use" part which is developed in this section. An overview of the material dealing with the administration and use can be obtained by referring to the chart on page 2 - OVERALL TIME SCHEDULE FOR ADMINISTRATION AND USE OF THE BONANZA GAME.

As soon as the games and answer sheets are received, the principal should play the School Program Bonanza Game and fill out the information and answer sheet. Again, he will need to be thoroughly familiar with the directions because he is the one who will administer it to the professional staff, board of education members, and interested laymen. An early administration of the game by the principal to his staff is important because if he does not have their understanding and cooperation he cannot hope to be successful in carrying out the needs assessment. After the certified staff has taken the School Program Bonanza Game, the principal will go over the time schedule chart on page 2 with the staff and answer questions which may arise. A careful reading of this manual will prepare him to answer any questions.

PUBLIC RELATIONS

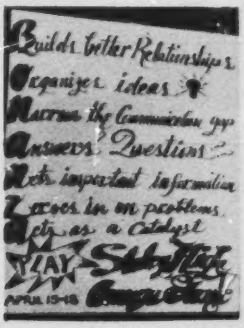
The first step is to begin an intensive public relations program. One of the staff or a parent volunteer might be appointed to coordinate this program. The public relations program should be directed at:

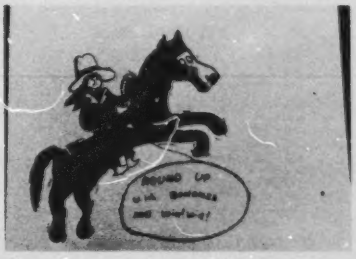
1. The student body - through posters and student drawings spread strategically around the school.
2. The parents - through notices sent home by the students who will be involved, and through the P.T.A. and like school/parent organizations and communication media.
3. The community - through the press, the radio, T.V. and through posters spread around the community in strategic places.

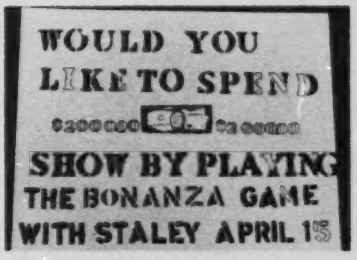
OVERALL TIME FOR ADMINISTRATION AND USE OF THE BONANZA GAME

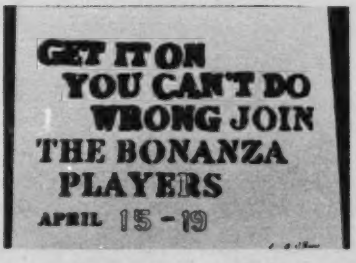
TIME ALLOTED	GENERAL AREA	TASK
1st and 2nd Week	**Public Relations**	Publicity released via posters, newspapers, radio, and letters
3rd Week	**Administration**	Give game to professional staff, Board of Education, laymen, students, and parents
4th Week	**Data Processing**	Mail answer sheets, computer analysis data returned
5th and 6th Week	**Work Committee** 8 Students - race, sex, college orientation, work orientation 4 Teachers - race, sex, grade level, and years of experience 3 Other Certified Staff - race, sex, experience, position 10 Parents - race, sex, and income level. 4 Laymen - Board of Ed. public officials, civic organizations	Three (2 Hour) Meetings First Meeting - Three charts are to be completed 1. Data chart for priorities 2. Data chart for ratings 3. Rank order chart Second Meeting - First four priority ranked categories are summarized, explained with recommendations written Third Meeting - Next five priority - ranked areas are summarized, explained and recommendations given. General recommendations made. Two Negotiating Committee members selected.
7th and 8th Week	**Negotiating Committee** 2 Students from work committee 2 Teachers from work committee 2 Other certified staff from work committee 2 Parents from work committee 2 Laymen from work committee	Four (2 Hour) Meetings First Meeting - Overall data chart for priorities and ratings made. Rank order chart made. Second Meeting - Using subcommittee reports, take first four priority ranked categories and summarize and explain and give recommendations. Third Meeting - Using subcommittee reports, take next five priority ranked areas and summarize, explain, and give recommendations. Fourth Meeting - Negotiate a final rank order and priority areas. Make and rank order general recommendations.
9th Week	**Open Meeting**	Overview of procedures made to general public. Committee members report priority areas and recommendations. Questions and answers are taken from the floor.
10th Week	**Report to Superintendent**	Negotiating Committee incorporates relevant suggestions from open meeting and prepares and sends final report to superintendent.
11th Week	**Implementation Plans**	Principal draws up short and long range plans to put recommendations into effect.

An example of some posters developed and used by a junior high school are given as a possible guide. When students develop the posters themselves, they encourage other students to take the survey more seriously.









Listed below are two newspaper articles that were used in a school as part of its public relations program.

NEW GAME PLANNED AT SAMPLE CITY SCHOOL

SAMPLE CITY, GA. - Everybody's a winner in a new game which will be played by the school administration, faculty, staff, students, and parents at Sample City Junior High School.

Called the "Bonanza" game, the goal of the program is an improved school curriculum.

"Although it is played like a game, results of the survey can be very helpful determining exactly what kind of education parents, students, and school personnel feel is needed at school," said Principal John Doe. "We want to find out the type of education parents want for their children, and what they think about the present junior high school curriculum," Mr. Doe stated. The "School Program Bonanza Game," with its comic strip format is scientifically designed to give the answers.

The game gives all persons interested in the school an opportunity to "purchase" the kind of education they feel is needed. Each player will be given twenty $100 play money bills and will spend the money to help decide what needs to be done to improve the school program.

For example, one of the nine areas is devoted to vocational training. If the player feels other parts of the program are more important at the junior high level, he chooses no planned job preparation and he spends none of his money for that area. If he believes some study about work is needed, he spends $200 for the second category, and if on-the-job career training is needed, he spends $400 for the third category. Each educational area has three categories for the players to determine where most emphasis should be placed.

The business of determining a needs assessment for a school program has traditionally involved only the professional staff; but this year Sample City's planning committee recommended that students and lay people be brought in on the decision-making. Principal Doe commented, "Including the school community in curriculum planning is unusual in education, the committee felt that professional attitudes and ideas in the school system can become so ingrown that the system becomes divorced from the community and no longer serves its total educational needs."

The "Bonanza Game" needs assessment survey was developed by Dr. David Mullen, Professor of Education at the University of Georgia. Areas and choices used in the game were derived from the "Goals for Education in Georgia" developed by the State Department of Education as well as from goal statements from around the country.

The survey was drawn up to help discover the goal area priorities that exist in any particular school community and results also provide an overall rating of "poor," "average" or "good" for the existing program. Priorities listed on the game include the three R's, social studies, science, vocational training, the arts, health and physical development, making choices, relationships with others, and development of self.

The administration, staff, students, faculty, and parents interested in the education program at the high school level will make their desires known by playing the "Bonanza Game" on April 15. "Their opinions will be computerized at the University, and when the results are in, representative parent student, and teachers' committees will use the data as bases for making improvement recommendations to the school system authorities. These recommendations by the committees will be shared at an open public meeting for community reaction before becoming finalized," the principal stated.

Sample City Times-Recorder
Sample City, Georgia
April 9, 1974

Parents of Sample City Junior High School students are reminded by school officials to "play" the "Bonanza Game" tonight.

The game cards and answer sheets were given out to the students today with extra ones sent home for their parents. The "Bonanza Game" is scientifically designed to determine the type of education desired at the school by parents, students, and school personnel.

Answer sheets should be returned to the school by the students tomorrow and should not be bent or folded since they will be machine scored.

Sample City Times-Recorder
Sample City, Georgia
April 15, 1974

The radio announcements can be based upon these kinds of articles.

ADMINISTERING THE GAME TO STUDENTS

The Bonanza Game can be played by students from grades 4 on through grades 12. At the elementary grade level, the teachers at grades 4 and higher will administer it to their students. At the junior and senior high, homeroom teachers or English teachers (where there are no homerooms) will administer the game to their students.

Teachers who administer the game will follow the directions as given, but may provide any additional help to the students that is needed. The only thing that helpers are asked not to do is to tell the player where to put the money and how to rate the school in the areas covered by the survey.

Since the analysis attempts to consider priorities and ratings from *everybody* directly concerned with the school program; an attempt should be made to give the Bonanza Game to all the students in the school from fourth grade up.

ADMINISTERING THE GAME TO PARENTS

Some parents will not have heard on the radio nor read in the newspaper about the Bonanza Game so they should be alerted through a notice sent home by the principal by way of the students. An example of such a notice is given below.

Dear Parents:

Central Junior High School is presently involved in a needs assessment program. We wish to discover where your priorities lie with regard to the school program. Will you help us by playing the School Program Bonanza Game?

Your child will bring the game home on Monday, April 15. Please play it and give it to your child to return to his homeroom by Friday, April 19. Your cooperation will be greatly appreciated.

Sincerely,
Joe W. Doe, Principal

After students play the game, unless the student has a brother or sister in a higher grade level in the same school, he will place the game he used, a copy of a letter from the principal (see example below), and an unused answer sheet in an envelope large enough (9″ x 12″) to fit the answer sheet without bending or folding it and take the envelope home to his parents.

Dear Parent:

Central Junior High School is presently involved in a needs assessment project. We wish to discover where your priorities lie with regard to the school program. Will you help us by playing the School Program Bonanza Game?

If you have a son(s) or daughter(s) in our school in several grades, think of the grade level which you would most like to see improved. Check this grade level on the answer sheet and when you play the game, play it for this grade level.

Enclosed you will find:

School Program Bonanza Game
Information and Answer Sheet

One parent (guardian) can play the game or both can play it together.

1. Play the game.
2. Fill out the information and answer sheet.
3. Put the answer sheet back in the envelope (do not fold it) and tell your son or daughter to take it back to school the next day.

There are no right or wrong choices. The information you provide by completing the answer sheet will be used as a basis for determining the needs for our school program. Representative committees will study the data and include other suggestions about school improvement to produce a set of recommendations. These recommendations of the committees will be presented at an open meeting, you will have another opportunity to provide suggestions.

Thank you for helping us to know what emphasis in the school program you want and for helping us to better meet the educational needs of the children.

Sincerely,
J. W. Doe, Principal
Central Junior H. S.

Each teacher will impress upon the students the importance of carrying this envelope with letter, game, and answer sheet home and returning it promptly. The teacher should keep a record of students who do not return answer sheets. The teacher should also check each answer sheet as it is returned to see that the information part is filled out correctly. One school had a free coke party for the class or homeroom that returned the most answer sheets. Where the principal and teachers take this effort seriously, an exceptionally high percentage of parents return the survey. In one elementary school from a low socio-economic area 100% of the parents returned the answer sheets. In this same school a test - retest was used to establish the reliability of the Bonanza Game and over 85% of the parents played the game a second time. Every time the principal and teacher actively work at getting parental participation in the needs assessment program, over 80% of the parents have completed and returned the answer sheets.

The elementary school basic Bonanza Game needs assessment package provides answer sheets for 500 respondents. This package is adequate to enable about 150 students and their parents from sections of the top grade levels, 50 professional staff members, 15 board of education members, 25 laymen and 100 selected parents from the first three grade levels to participate in the needs assessment program. More games and answer sheets may be purchased for additional costs. At the elementary level, it may be important to survey parents below the fourth grade. If this is desired, it is suggested that the following procedure be used to randomly select parents:

Step One

Decide how many parents are to be selected from each of grades 1, 2, 3. It is suggested that about 30 parents be selected from each grade level.

Step Two

List and number all the student names for a grade level.

Step Three

Number as many small slips of paper as you have students at that grade level. For example, if there are 100 first graders and you want to select 30 first gade students, then number 100 small slips of paper from 1 to 100, place in a container shake well and pick 35* slips out of the container. The numbers selected corresponding to the numbered names of first grade youngsters are the ones whose parents will be asked to participate. Follow the same procedure for second and third grade lists of students.

Another alternative is to select students from different racial and economic backgrounds whose parents you believe will cooperate.

The parents selected from below fourth grade can be invited to a special meeting at school where the principal can explain and administer the Bonanza Game to them.

The secondary school basic Bonanza Game needs assessment package provides answer sheets for 1,500 respondents. In a school with 700 students or less, the package is adequate to enable all the students and their parents, all the professional staff, 15 board of education members, and 25 interested laymen to take part in the needs assessment program. In middle, junior or senior high schools, where the enrollment exceeds 700 students two options are available. One is to purchase enough extra answer sheets and games to survey all the students and their parents in the school. Another option is to make a random sample selection of students and to survey these students and their parents.

If there are 1,400 students in the school and 700 or 50% (any percentage can be used) are to be randomly selected, then the following procedure is recommended. Either homerooms or English classes may be used for this random selection. Where homerooms are available they should be used.

*5 alternates are to be selected for each grade level.

Example

Step One

Determine 50% of the student population at each grade level.

Grade 6	Grade 7	Grade 8
N=500	N=500	N=400
X .50	X .50	X .50
250.00	250.00	200.00

Step Two

Divide the number of students to be selected at each grade level by the average number of students in a class to determine the number of homeroom or English class sections needed at each grade level.

Grade 6 $\frac{250}{24} = 10$ Grade 7 $\frac{250}{24} = 10$ Grade 8 $\frac{200}{24} = 8$

Step Three

A simple, random selection procedure is to list and number the homeroom teachers or English teachers by periods or sections at a particular grade level. Cut slips of paper equal to the number of homerooms or English sections at that grade level, place them in a container, shake well and draw out a number for each of the number of sections to be used. The numbers corresponding to the teachers' numbers would be the sections or homerooms to be surveyed at that grade level.

A more sophisticated random selection can be made by using a table of random numbers. First, by grade level list the names of all homeroom teachers or English Teachers (by period or sections), number of students and the accumulative totals. Do this for each grade level.

Example

Sixth Grade English Sections

Teacher	Period or Section	No. of Students	Accumulative Totals
1 Hutto	1	22	22
2 Hutto	2	26	48
3 Hutto	4	24	72
4 Stucki	1	24	96
" "	"	"	"
" "	"	"	"
" "	"	"	"
" "	"	"	"
20 Hopkins	5	25	500

Using a table of random numbers, select ten three digit numbers as they appear in the table between 001 and 500. Take the random numbers in the order selected and find the accumulated total number that equals or is just below the random number. That accumulated total identifies the teacher and section to be used in the sample. If the first two random numbers were 500 and 086 in that order, then Hopkins' period 5 and Hutto's period 4 English sections would be the first two of the ten sections to be selected to play the School Program Bonanza Game. Then repeat the selection of random numbers to select ten seventh grade sections, and eight eighth grade sections.

ADMINISTERING THE GAME TO THE BOARD OF EDUCATION AND LAYMEN

Whenever it is possible, the Bonanza Game should be given to all members of the board of education including the superintendent. Administering it at this level builds understanding and interest and also lays the groundwork for accepting the program recommendations which will result from the needs assessment.

It is also helpful to get public officials and business men involved in needs assessment. Involvement of some key interested people in the community can lay the groundwork for carrying out an improvement program. Sometimes an organization like the Kiwanis Club or Rotary Club, through its participation in the survey and in the decision-making process which follows, will actively support improvement programs.

The survey can be administered to board of education members and interested laymen by individual mailings or by a group administration at their home base or by a group administration at the school, or by a member of the group after he has been oriented to its administration and use by the principal.

DATA PROCESSING

The principal will fill in the header sheet which asks for general information about the school, gather up all answer sheets and send to: David J. Mullen, Bureau of Field Studies, College of Education, University of Georgia, Athens, Ga. 30602.

The data will be processed through the computer and computer printouts will be returned. While waiting for the computer printouts, the principal should select the work committees. The next section describes the committee structure and the procedures for using the data results. See pages 13 & 15 for examples of the data charts and the rank order charts which are used in the work committees.

WORK COMMITTEES

This group is composed of five work committees. The composition of each work committee is as follows:

Eight Students - In the middle, junior, and senior high schools, eight students are selected with balance as regards to race, sex, college orientation, and work orientation. This work committee should have an advisor from the faculty. If it is an elementary school, select one of the upper grade classes to serve as a work committee under the teacher's guidance.

Four Teachers - Select four teachers and try to provide balance as regards to race, sex, grade level, and years of experience.

Three Other Staff - In addition to the principal, other members of this committee are selected from the assistant principal and other certified staff who do not have major teaching assignments. Balance as regards race, sex, and various ranges of experience and school positions should be attempted. (N.B. - The *other staff* committee can work through this material before the first meeting of the work committees, then they will be prepared to offer assistance to the other committees at the first meeting.)

Ten Parents - Select ten parents and try to provide balance as regards to grade level, race, sex, and income level. Do not select parents whose children will be leaving the school next year.

Four Laymen - Select four laymen when possible. An effort should be made to obtain one board of education member, one public official, and one member from each of two civic organizations.

The first meeting of the work committees should be held shortly after the computer printout of the Bonanza Game data results have been returned to the principal. At this first meeting, each work committee should sit together as a group (i.e., students, parents, teachers, other certified staff and laymen) and each group select a chairman. Before the meeting is finished, a time and place for future meetings should be arranged. Usually three two-hour meetings are adequate to carry out the responsibilities of the work committees. It would be helpful to meet in a place that has a chalkboard available. The data charts from which the work committees will be working provide micro-reports of the way different people responded to the Bonanza Game. As the committees examine these different data breakdowns, they begin to understand the parts which make up the whole. However, it is important to put the parts back together again. The use of the chalkboard to write down summaries of the parts helps the committees to see the patterns that are uncovered and more insightful needs assessments can be made.

Whenever possible, the principal should use parent volunteers (five would be helpful) and work with the volunteers to transfer the data from the computer printouts to the data charts. By using volunteers to do this work before the first meeting, copies of the charts could be zeroxed and passed out to the respective committees at the first meeting.

However, if volunteers are not available, this work can be done by the committees.

FIRST MEETING - WORK COMMITTEES

Sitting together in their own group, the committee members will all meet in one large room. The principal will conduct this first meeting. If the data charts have not been prepared, then the first order of business will be to prepare them. If they are already available, this next section (Making Data Charts) can be eliminated.

Making Data Charts

Each committee will be given computer printout pages which report on the variables for their group. From these computer printout pages a Work Committee Priority Data Chart and a Work Committee Rating Data Chart will be made.

Step 1

Data for all of the variables are transferred from the computer pages to one Work Committee Data Chart for PRIORITIES by each work committee. (See page 13 for an example of an "Other Staff" Work Comittee Data Chart - Priorities.)

Step 2

Data for all of the variables are transferred from the *computer* pages to *one* Work Committee Data Chart for RATINGS by each work committee. (See page 15 for an example of an "Other Staff" Work Committee Data Chart - Ratings.)

Scoring Explanations

Step 1

Look at the last column (TOTALS) on the extreme right of the *Priority* Work Committee Data Chart for "Other Staff" on page 13 and note the numbers reported for the first program area - THE 3 R's. Each percentage is assigned a weight which when computed gives a SCORE. The following explanation tells how the scoring is done and its meaning.

THE 3 R's

			Wt.			
	100	GET ALONG	6%	x 1 =	0
	200	BASIC SKILLS	70%	x 2 =	140
*230	300	COLLEGE	30%	x 3 =	90
				Score	230

*A score of 230 indicates that the emphasis for "Other Staff" in this area is weighted in the direction of teaching the 3 R's for BASIC SKILLS

Step 2

Look at the last column (TOTALS) on the extreme right of the *Ratings* Work Committee Data Chart for "Other Staff" on page 15. In the TOTALS column on this chart for ratings again

WORK COMMITTEE DATA CHART

SCHOOL PROGRAM BONANZA GAME — PRIORITIES - OTHER CERTIFIED STAFF

SCHOOL Example City Jr. High SCHOOL SYSTEM Example City STATE Georgia

GRADES 8 and 9 POSITION OTHER CERTIFIED STAFF

PERCENTAGES & SCORES

VARIABLE →	Black N = 7	White N = 3	Other N = 0	Male N = 3	Female N = 6	UNDER 5 N = 2	5 to 9 N = 1	10 to 14 N = 2	15 + N = 2	N =	N =	TOTAL N = 10
1. [illegible]												
100 GET ALONG 150 FAIR	0 %	0 %	%	0 %	0 %	%	%	%	%	%	%	%
200 BASIC SKILLS 300 OR	43 %	100 %	%	67 %	67 %	%	%	100 %	0 %	%	%	%
300 COLLEGE 350 GOOD	57 %	0 %	%	33 %	33 %	%	%	0 %	100 %	%	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	243	300		233	233	233	300	200	250			230
2. [illegible]												
100 GET ALONG 150 FAIR	0 %	0 %	%	0 %	0 %	%	%	%	%	%	%	%
200 BASIC FACTS 300 OR	86 %	100 %	%	100 %	83 %	%	100 %	100 %	50 %	100 %	%	%
300 PROBLEMS 350 GOOD	14 %	0 %	%	0 %	17 %	%	0 %	0 %	50 %	0 %	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	214	300		200	217	200	300	250	300			240
3. [illegible]												
100 LIVE EASIER 150 FAIR	86 %	33 %	%	33 %	83 %	%	0 %	50 %	50 %	%	%	%
200 BASIC FACTS 300 OR	14 %	67 %	%	67 %	17 %	%	100 %	0 %	50 %	%	%	%
300 CAREER 350 GOOD	0 %	0 %	%	0 %	0 %	%	0 %	0 %	0 %	%	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	214	167		167	200	233	300	150	150			200
4. [illegible]												
100 NO PLANNED 150 FAIR	86 %	0 %	%	0 %	83 %	%	0 %	0 %	0 %	%	%	%
200 STUDY WORK 300 OR	14 %	100 %	%	67 %	17 %	%	0 %	0 %	100 %	%	%	%
300 TRAIN ON JOB 350 GOOD	0 %	0 %	%	33 %	0 %	%	100 %	0 %	0 %	%	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	257	200		233	233	267	300	150	300			240
5. [illegible]												
100 NO PLANNED 150 FAIR	43 %	0 %	%	0 %	67 %	%	100 %	0 %	0 %	%	%	%
200 PERFORM 300 OR	43 %	100 %	%	100 %	33 %	%	0 %	0 %	100 %	%	%	%
300 EVERYDAY LIFE 350 GOOD	14 %	0 %	%	0 %	0 %	%	0 %	100 %	0 %	%	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	171	200		200	167	133	100	250	200			180
6. [illegible]												
100 NO PLANNED 150 FAIR	14 %	0 %	%	0 %	33 %	%	0 %	0 %	0 %	%	%	%
200 ATHLETICS 300 OR	71 %	100 %	%	100 %	33 %	%	100 %	0 %	100 %	%	%	%
300 EVERYDAY LIFE 350 GOOD	14 %	0 %	%	0 %	33 %	%	0 %	100 %	0 %	%	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	186	300		300	133	200	300	150	300			190
7. [illegible]												
100 NO PLANNED 150 FAIR	43 %	0 %	%	0 %	33 %	%	0 %	0 %	0 %	%	%	%
200 TRADITIONAL 300 OR	43 %	33 %	%	100 %	33 %	%	100 %	0 %	100 %	%	%	%
300 BELIEFS 350 GOOD	14 %	67 %	%	0 %	33 %	%	0 %	100 %	0 %	%	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	171	233		200	200	167	100	200	200			190
8. [illegible]												
100 NO PLANNED 150 FAIR	0 %	0 %	%	0 %	0 %	%	0 %	0 %	0 %	%	%	%
200 SOME ATTENTION 300 OR	14 %	33 %	%	100 %	0 %	%	67 %	0 %	100 %	100 %	%	%
300 MUCH ATTENTION 350 GOOD	86 %	67 %	%	0 %	100 %	%	33 %	100 %	0 %	0 %	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	214	233		200	233	233	300	200	200			220
9. [illegible]												
100 AGAINST GRADE 150 FAIR	0 %	0 %	%	0 %	0 %	%	0 %	0 %	0 %	%	%	%
200 AGAINST NORM 300 OR	71 %	33 %	%	33 %	50 %	%	67 %	100 %	50 %	50 %	%	%
300 AGAINST SELF 350 GOOD	29 %	67 %	%	67 %	50 %	%	33 %	0 %	50 %	50 %	%	%
400 GREAT	%	%	%	%	%	%	%	%	%	%	%	%
SCORE	229	233		233	233	233	300	250	250			230

DATE

look at the numbers reported for the first program area - THE 3 R's. The following explanation tells how the scoring is done and its meaning.

		THE 3 R's	WT
	100	POOR	0% x 1.0 = 0
	150	FAIR	10% x 1.5 = 15
*225	200	OK	40% x 2.0 = 80
	250	GOOD	40% x 2.5 = 100
	300	GREAT	10% x 3.0 = 30
			Score 225

*A score of 225 indicates that the general rating for "Other Staff" in this area is a little better than OK.

It is recommended that ratings be considered from two general breakdowns. One breakdown is for those who rate *above OK*. The other breakdown is for those who rate *OK to Poor*. This suggestion implies that only when a program is rated *Good or Great* by a majority of respondents is a minimum of improvement needed.

Making A Rank Order Chart

So that each committee can get a needs assessment rank ordering of the program areas, it is necessary to use the priority and rating scores in a way that balances the order of the priority with the order of the rating. By following the steps listed below, a needs assessment rank ordering of the program areas can be obtained. The example following these steps on page 16 shows how the "Other Staff Work Committee" in one school arrived at its needs assessment rank ordering. The principal will provide each committee with a chart form to be used and then as a total committee the Work Committee Rank Order Chart will be made.

Step 1

Look at the TOTAL column on the Work Committee's Priority Data Chart. Transfer these TOTAL priority scores from the Data Chart to the "priority score" column on the Work Committee Rank Order Chart.

Step 2

Look at the TOTAL column on the Work Committee's Rating Data Chart. Transfer these TOTAL rating scores from the Data Chart to the "rating score" column on the Rank Order Chart.

Step 3

Proceed to rank order the scores that have been written in the "priority score" column of the Work Committee's Rank Order Chart. This is done by ranking the score closest to 300 as "1," and so on for each of the nine program areas in this column. If two or more scores are tied for a rank order, then the next highest score is given its regular place in the rank ordering procedure. For example, if three scores are tied for second place and two for the seventh place, then the next highest is placed in the fifth position and the lowest score in the ninth positions; i.e., 1, 2, 2, 2, 5, 6, 7, 7, 9.

WORK COMMITTEE DATA CHART

SCHOOL PROGRAM BONANZA GAME — RATINGS - OTHER CERTIFIED STAFF

PERCENTAGES OR SCORES

SCHOOL Example City Jr. High SCHOOL SYSTEM Example City STATE Georgia

GRADES 8 and 9 POSITION OTHER CERTIFIED STAFF

VARIABLE →		Black N = 7	White N = 3	Other N = 0	Male N = 3	Female N = 6		UNDER 1 N = 3	1 to 9 N = 1	10 to 19 N = 2	20 + N = 2		Total N = 10
1. THE 3 R'S	100 POOR	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
150 GET ALONG	150 FAIR	14%	0%	%	0%	17%		%	0%	0%	50%	%	10%
200 BASIC SKILLS	200 OK	86%	100%	%	67%	83%		%	100%	100%	50%	%	90%
300 COLLEGE	250 GOOD	0%	0%	%	33%	0%		%	0%	0%	0%	%	0%
	300 GREAT	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
SCORE		236	200		217	216		200	200	175	225		216
2. THE SOCIAL WORLD	100 POOR	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
150 GET ALONG	150 FAIR	14%	0%	%	0%	17%		%	0%	0%	0%	%	10%
200 BASIC FACTS	200 OK	43%	67%	%	67%	33%		%	100%	50%	100%	%	55%
300 PROBLEMS	250 GOOD	43%	33%	%	33%	50%		%	0%	0%	0%	%	45%
	300 GREAT	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
SCORE		214	217		217	217		200	200	175	200		215
3. THE PHYSICAL WORLD	100 POOR	14%	0%	%	0%	0%		%	0%	0%	0%	%	10%
150 LIVE EASIER	150 FAIR	43%	0%	%	33%	17%		%	0%	0%	50%	%	35%
200 BASIC FACTS	200 OK	0%	100%	%	33%	33%		%	100%	50%	50%	%	45%
300 CAREER	250 GOOD	43%	0%	%	33%	50%		%	0%	100%	0%	%	50%
	300 GREAT	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
SCORE		200	200		150	217		200	200	175	175		200
4. THE WORK WORLD	100 POOR	14%	0%	%	0%	17%		%	0%	0%	50%	%	10%
150 NO PLANNED	150 FAIR	43%	67%	%	33%	33%		%	0%	0%	50%	%	35%
200 STUDY WORK	200 OK	43%	33%	%	67%	17%		%	100%	0%	0%	%	45%
300 TRAIN ON JOB	250 GOOD	0%	0%	%	0%	17%		%	0%	100%	0%	%	10%
	300 GREAT	0%	0%	%	0%	17%		%	0%	0%	0%	%	10%
SCORE		193	167		183	192		200	200	125	200		185
5. THE ARTS	100 POOR	14%	33%	%	0%	33%		%	0%	0%	0%	%	10%
150 NO PLANNED	150 FAIR	57%	33%	%	33%	67%		%	0%	0%	50%	%	45%
200 PERFORM	200 OK	0%	33%	%	33%	0%		%	0%	0%	50%	%	10%
300 EVERYDAY LIFE	250 GOOD	29%	0%	%	33%	17%		%	0%	100%	0%	%	30%
	300 GREAT	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
SCORE		171	150		200	150		150	200	150	175		165
6. HEALTH P.E. & SAFETY	100 POOR	29%	33%	%	0%	33%		%	50%	0%	50%	%	30%
150 NO PLANNED	150 FAIR	29%	33%	%	33%	17%		%	0%	0%	50%	%	20%
200 ATHLETICS	200 OK	43%	33%	%	33%	0%		%	0%	0%	0%	%	10%
300 EVERYDAY LIFE	250 GOOD	0%	0%	%	0%	17%		%	50%	0%	0%	%	20%
	300 GREAT	0%	0%	%	33%	33%		%	0%	100%	0%	%	20%
SCORE		214	150		217	200		217	200	125	175		190
7. MAKING CHOICES	100 POOR	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
150 NO PLANNED	150 FAIR	14%	33%	%	33%	33%		%	0%	0%	100%	%	30%
200 TRADITIONAL	200 OK	86%	67%	%	67%	67%		%	0%	0%	0%	%	70%
250 BELIEFS	250 GOOD	0%	0%	%	0%	0%		%	100%	100%	0%	%	0%
	300 GREAT	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
SCORE		200	183		183	200		217	200	150	200		196
8. RELATIONS WITH OTHERS	100 POOR	14%	0%	%	0%	17%		%	0%	0%	50%	%	15%
150 NO PLANNED	150 FAIR	0%	33%	%	0%	0%		%	0%	0%	50%	%	10%
200 SOME ATTENTION	200 OK	29%	67%	%	0%	17%		%	0%	0%	0%	%	15%
300 MUCH ATTENTION	250 GOOD	57%	0%	%	33%	33%		%	0%	0%	0%	%	30%
	300 GREAT	0%	0%	%	67%	33%		%	100%	100%	0%	%	30%
SCORE		229	183		217	217		250	200	150	225		215
9. DEVELOPMENT OF SELF	100 POOR	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
150 AGAINST GRADE	150 FAIR	14%	33%	%	0%	33%		%	0%	0%	100%	%	30%
200 AGAINST NORM	200 OK	43%	0%	%	67%	17%		%	100%	0%	0%	%	30%
300 AGAINST SELF	250 GOOD	43%	67%	%	33%	50%		%	0%	100%	0%	%	40%
	300 GREAT	0%	0%	%	0%	0%		%	0%	0%	0%	%	0%
SCORE		229	183		217	208		250	200	150	225		205

DATE _____

An example, using the data from the other certified staff charts given earlier, is given below.

Steps for determining *Needs Priority Rank Order.*

1. Write in priority score from data total column opposite the program area category.
2. Write in rating score from data chart total column in rating score column.
3. Rank order priority score (highest score first). Write R.O. in column A.
4. Rank order rating score (highest score first). Write R.O. in column B.
5. Discrepancy score = A-B. Write the score obtained in the discrepancy score column.
6. Rank order discrepancy score (lowest score first). Write R.O. in column C.
7. Add priority R. O. to the discrepancy R. O. (A+C). Write R.O. in column A + C.
8. Rank order column A+C (lowest score first). Write R.O. in column D. The last column (D) gives an overall needs rank order.

When two or more scores are tied for a rank order, give both scores the same rank and give the next score its regular place; i.e. 1, 2, 2, 4, 5, 6, 7, 8, 9.

Work COMMITTEE RANK ORDER CHART

Program Area Category	Priority Score	Priority Score Rank Order	Rating Score	Rating Score Rank Order	Discrepancy Score	Discrep. Score Rank Order	Priority R.O. plus Discrep. R.O.	Needs Priority Rank Order
		A		B	A-B	C	A+C	D
1. 3R's	230	2	225	1	1	6	8	3
2. Social	210	5	215	2	3	9	14	8
3. Physical	200	6	200	6	0	2	8	3
4. Work	240	1	185	8	-7	1	2	1
5. Arts	180	9	165	9	0	2	11	6
6. H.PE & Safe	190	7	210	5	2	7	14	8
7. Choices	190	7	195	7	0	2	9	5
8. Others	220	4	215	2	2	7	11	6
9. Self	230	2	215	2	0	2	4	2
Highest priority & rating ranked first					Lowest scores are ranked first			

Step 4

Rank order in the same manner as described in Step 3 using the rating scores which have been written in the "rating score" column on the Work Committes Rank Order Data Chart; i.e., scores closest to 300 ranked first.

Step 5

Subtract the rating rank orders (Column B) from the priority rank orders (Column A) to get a discrepancy score (A - B = discrepancy score). Write this score in the "discrepancy score" column which is marked "A-B."

Step 6

Rank order the discrepancy scores. Note that the discrepancy score is rank ordered by starting with the LOWEST score first and ranking it as "1" and the highest score is ranked in the last position. Write these rank orders in the column marked "C."

Step 7

Add the priority rank orders (Column A) to the discrepancy rank orders (Column C) and write each total in the "A + C" column.

Step 8

Rank order the A + C column. Note again, that the LOWEST score is ranked first and the highest score is ranked in the last position. Write these rank orders in the last column which is column "D." Column "D" is the needs priority listing for the work committee.

Before the next meeting of each committee, arrangements need to be made to xerox enough copies of the Work Committee Data and Rank Order Charts for each member of each work committee.

SECOND MEETING - WORK COMMITTEES

At this meeting, the data for the first four needs priority program areas are summarized and explained and recommendations are written.

Writing Summaries

It is important that each work committe examine the data for all the variables (race, sex, etc.) because a school program attempts to meet *all* of the needs of the school community. These data need to be summarized so that the recommendations which will be made later will be relevant to the needs of all. The procedure to be followed along with examples are stated below.

Step 1

Consult column "D" in the Work Committee Rank Order Chart and select the first-ranked needs assessment priority program area.

Step 2 - Priority Summary

Consult the Work Committee Data Chart for *priorities* and find in the TOTAL column the priority score for the first ranked program area. Determine the placement of this score under the program options on the extreme left-hand side of the chart opposite the total program priority score.

Example

World of Work - Other Staff Priority Score 240

	100	NO PLANNED
	200	STUDY WORK
*240	300	TRAIN-ON-JOB

*Score indicates a general emphasis leaning in the direction of On-the-job-training.

Step 3 - Priority Summary

Examine and discuss the priority data breakdown by race, sex, and other variables available for the work committee. The chairman should use chalkboard to record the general groupings indicated by the data. A committee member should serve as recorder to capture these main points and use them to write a summary. Below is an example based upon the Data Chart for "Other Staff."

Example

Needs Priority #1 WORLD OF WORK Other Staff

Summary - Priority Data Score 240 = emphasis for on-the-job-training

Of the ten respondents 10% spent no money in this area; 40% spent money to STUDY WORK; and 50% spent money to TRAIN-ON-JOB. The white staff all wanted to STUDY WORK. The black staff were strong on TRAIN-ON-JOB. Most males emphasized STUDY WORK; while most females were for TRAIN-ON-JOB. The more experienced other staff members (over 10 years) emphasized to STUDY WORK. In general, most would like ON-THE-JOB-TRAINING.

Step 4 - Rating Summary

Consult the Work Committee Data Chart for Ratings and find in the TOTAL column the rating score for the first-ranked program area. Determine the placement of this score under the rating options on the extreme left-hand side of the ratings chart opposite the total rating score.

Example (See page 15.)

World of Work - Other Staff Rating Score: 185

	100	POOR
	150	FAIR
*185	200	OK
	250	GOOD
	300	GREAT

*Score indicates a general rating of *Almost OK*

Step 5 - Rating Summary

Examine and discuss the rating breakdowns by race, sex, and other variables available for the work committee. Again the chairman should use the chalkboard to record the general groupings indicated by the data. A committee member should serve as recorder to capture these main points and then to use them to write a summary. Below is a summary example based upon the data chart for "Other Staff."

Example

Rating Summary for World of Work - Score: 185 - Almost OK

Of the ten respondents 80% rated the World of Work at our school from POOR to OK. All the white and most of the black and all the males rated this area from POOR to OK. The staff with over ten years experience also rated it this way. Most all the data from this group indicate that this area needs much improvement.

Making Explanations for Priority and Rating Summaries

Until it is understood *why* the people in this school community hold certain expectations for a school program and *why* they rated the existing program as they did, it is not possible to fully understand what is needed. Of all the tasks of the work committee this is, by far, the most important contribution that it can make. In order to probe these understandings, follow the steps outlined below.

Step 1

Again the chairman should use the board to write down and summarize the reasons the committee members think that the people they represent responded to the Bonanza Game the way they did. The chairman should ask each work committee member to tell *why* he or she thinks the main program emphasis in this area is what it is. Write the main points on the chalkboard under a "Program Emphasis" column. Then that same committee member should tell why he or she thinks the people rated the school the way they did. These reasons should also be listed on the chalkboard under a "Ratings Column."

Step 2

The whole committee should participate in trying to make generalizations from the specific comments written in each column.

Step 3

A recorder should write down the generalizations and prepare a summary. An example is given below of an explanation made by an "Other Staff" work committee.

Example

The other certified staff believed that since about one third of the students in this school do not finish high school and another third get a job upon high school completion, that the school program should emphasize vocational education. This should be done by emphasizing vocational choices and training.

There are very few opportunities at this school for students to learn about jobs and job choices. At the present time, the closest that we have to a vocational offering is typing. It is obvious to anyone who looks at the school curriculum that this area of vocational offerings needs much improvement.

Making Recommendations

Recommendations for improvements can be made out of the summaries of the priority and rating data, as well as, from the important explanation discussions. The following suggestions are offered to aid in making recommendations.

Step 1

Every member of the work committee should be asked to make his or her recommendation for improving the program in this area based upon the preceding material. The chairman should write these on the chalkboard.

Step 2

With the help of the work committee, the chairman should classify recommendations that seem to belong together. An attempt should then be made to refine these groups of recommendations into several recommendations for improvements which will meet the needs for this area as seen by this work committee. In making these recommendations try to avoid telling the professional school staff *HOW* some aspect of the program should be done, but rather point to *WHAT* needs to be done.

Step 3

A recorder should write down the final recommendations.

Example

Recommendations for Needs Priority # 1 World of Work - Other Staff

1. It is recommended that home economics and shop facilities and offerings be provided.
2. It is also recommended that a career education program be initiated.

After the work committee has worked through the first needs priority in the manner just outlined, then the recorder should spend some time writing up the report that he will submit for this area. Meanwhile, the other committee members, either independently or in pairs, can proceed to make summaries of the priority and rating data for the next three top-ranked needs priority areas by following the steps outlined

above for writing summaries. When these summaries are completed, the entire committee should come back together to first, go over the summary as the program area is considered; then, go through the steps outlined for "Making Explanations" and "Making Recommendations" for each of the other three needs priority ranked program areas for which a summary has been made.

THIRD MEETING - WORK COMMITTEES

At this third meeting of the work committees attention will be given to writing summaries, making explanations, and making recommendations for the remaining five needs priority ranked program areas. Several supplementary recommendations will be given and two members of the committee will be selected to carry the work committees reports forward and to serve on the negotiating committee. When these members have been selected, the chairman of each of the work committees will report to the principal that the work committee has completed its assignment.

Writing Summaries, Making Explanations and Recommendations

Proceed in the same manner as the committee did at the end of its second meeting. That is, subdivide to make summaries, come back together as a whole committee to make explanations and write recommendations for each of the remaining five needs priority ranked program areas. Remember, review each summary as a group first, and then make explanations followed by recommendations for each program area.

Supplementary Recommendations

Up to this point the recommendations given have been directly aimed at the program areas surveyed in the Bonanza Game. There may be some other areas about the school program and its organization or about anything else connected with the school that members of the committee may want to bring to the attention of the school authorities. The following procedure is suggested as a method for making these supplementary recommendations.

Step 1

The chairman should ask each member of the committee if he or she would like to make any additional recommendation about the school program, its organization, administration, facilities, or operation. Each of these should be written on the board.

Step 2

With the help of the work committee members, the chairman should classify recommendations which seem to belong together. The committee should reach a majority consensus on those recommendations and on the way that they are stated which will be included in the work committee's report for supplementary recommendations.

Step 3

A recorder should write down the supplementary recommenda-

tions agreed upon and prepare these for inclusion in the report. An example is given below.

Example
Supplementary Recommendations by Other Certified Staff

- Department heads or program area coordinators should be appointed to coordinate and plan for improvements in each program area.
- Parking spaces should be provided for teachers and visitors.
- Grass should be planted and/or paving provided to combat the mud and dust which are constantly brought into the school.
- School grounds maintenance and beautification provisions should be provided.

Selection of Negotiation Committee Representatives

Each work committee should select two members of its committee to represent them on the negotiating committee. It is suggested that the chairman of each of the work committees be asked to serve on the negotiating committee and that the other member be selected from members of the opposite race. As soon as the members are selected, the chairman of each of the work committees should see that their committee's report is ready and notify the principal that the committee's work is completed.

NEGOTIATING COMMITTEE

This committee is composed of two members of each of the work committees. Two parents will serve as chairman and co-chairman. The negotiating committee should follow the same general approach which was carried out by the work committees. Four two-hour meetings and an open public meeting are usually required for this committee to do its work. At the first meeting, which is held at the school and called by the principal, arrangements should be made for the time and place for subsequent meetings. It is recommended that subsequent meetings be also held at the school in a room with a chalkboard.

The principal will have seen to it that an Overall Data Chart (see page 23 for an example) has been made and enough copies xeroxed for each member of the negotiating committee. This data chart is made from the appropriate pages on the computer printout which give the priority and rating totals for students, parents, teachers, other staff, laymen and totals for the entire group surveyed.

FIRST MEETING - NEGOTIATING COMMITTEE

At this first meeting the main task is to construct a "Negotiating Committee Rank Order Chart" and to negotiate the first rank-ordered priority.

Making a Rank Order Chart

The overall rank ordered school needs give a comprehensive view of the priorities by all combined groups of the school community. This chart is used as a vehicle for taking subgroups' program needs into

OVERALL DATA CHART

SCHOOL PROGRAM BONANZA GAME — ALL GROUPS - TOTALS

PERCENTAGES
&
SCORES

SCHOOL Example City Jr. High SCHOOL SYSTEM Example City STATE Georgia

GRADES 8 and 9

VARIABLE →	PRIORITIES						RATINGS					
	PARENTS N = 367	STUDENTS N = 537	TEACHERS N = 38	STAFF N = 10	LAYMEN N = 12	TOTAL N = 964	PARENTS N = 367	STUDENTS N = 537	TEACHERS N = 38	STAFF N = 10	LAYMEN N = 12	Total N = 964
1. THE 3 R'S												
100 POOR												
150 GET ALONG	7 %	8 %	5 %	8 %	8 %	7 %	4 %	4 %	5 %	0 %	8 %	4 %
200 BASIC SKILLS	35 %	42 %	47 %	38 %	42 %	41 %	41 %	43 %	47 %	10 %	25 %	41 %
250 COLLEGE	47 %	41 %	40 %	36 %	33 %	42 %	37 %	37 %	45 %	40 %	34 %	38 %
300 GREAT							8 %	16 %	3 %	10 %	0 %	11 %
SCORE	259	239	245	230	233	245	206	214	217	225	200	211
2. THE SOCIAL WORLD												
100 POOR							8 %	4 %	8 %	0 %	8 %	7 %
150 GET ALONG	16 %	14 %	11 %	8 %	25 %	15 %	14 %	12 %	8 %	10 %	25 %	13 %
200 BASIC FACTS	44 %	41 %	44 %	30 %	25 %	38 %	34 %	37 %	34 %	40 %	25 %	35 %
250 PROBLEMS	40 %	45 %	45 %	62 %	50 %	47 %	44 %	47 %	42 %	50 %	42 %	45 %
300 GREAT							0 %	0 %	8 %	0 %	0 %	0 %
SCORE	242	246	243	240	192	208	206	217	222	216	213	213
3. THE PHYSICAL WORLD												
100 POOR												
150 LIVE EASIER	31 %	34 %	34 %	30 %	34 %	33 %	13 %	12 %	8 %	10 %	8 %	12 %
200 BASIC FACTS	49 %	48 %	49 %	60 %	50 %	49 %	43 %	43 %	53 %	50 %	67 %	45 %
250 CAREER	19 %	17 %	17 %	10 %	17 %	18 %	39 %	45 %	34 %	40 %	17 %	43 %
300 GREAT							5 %	0 %	5 %	0 %	8 %	0 %
SCORE	196	199	184	200	192	197	196	204	211	200	208	200
4. THE WORK WORLD												
100 POOR												
150 NO PLANNED	35 %	18 %	34 %	10 %	8 %	28 %	24 %	35 %	39 %	10 %	17 %	30 %
200 STUDY WORK	47 %	60 %	58 %	80 %	67 %	59 %	62 %	46 %	53 %	80 %	58 %	56 %
250 TRAIN ON JOB	18 %	21 %	8 %	10 %	25 %	13 %	14 %	19 %	8 %	10 %	25 %	14 %
300 GREAT							0 %	0 %	0 %	0 %	0 %	0 %
SCORE	209	209	208	240	242	232	170	127	163	185	179	174
5. THE ARTS												
100 POOR							36 %	49 %	47 %	30 %	8 %	40 %
150 NO PLANNED	36 %	33 %	37 %	30 %	50 %	35 %	17 %	13 %	11 %	10 %	8 %	14 %
200 PERFORM	27 %	29 %	21 %	10 %	8 %	24 %	23 %	23 %	13 %	10 %	8 %	24 %
250 EVERYDAY LIFE	19 %	14 %	24 %	10 %	8 %	17 %	24 %	15 %	29 %	50 %	8 %	19 %
300 GREAT							0 %	0 %	0 %	0 %	0 %	3 %
SCORE	171	157	179	150	142	157	168	161	142	165	142	166
6. HEALTH P.E. & SAFETY												
100 POOR							18 %	8 %	8 %	20 %	8 %	10 %
150 NO PLANNED	11 %	8 %	8 %	20 %	8 %	10 %	14 %	14 %	32 %	20 %	17 %	16 %
200 ATHLETICS	44 %	48 %	47 %	40 %	58 %	47 %	37 %	37 %	24 %	10 %	33 %	33 %
250 EVERYDAY LIFE	34 %	36 %	34 %	30 %	33 %	34 %	31 %	35 %	37 %	50 %	17 %	35 %
300 GREAT							20 %	17 %	7 %	20 %	25 %	26 %
SCORE	216	227	216	190	217	213	210	221	204	210	213	223
7. MAKING CHOICES												
100 POOR							27 %	30 %	24 %	0 %	8 %	26 %
150 NO PLANNED	30 %	37 %	37 %	30 %	25 %	36 %	21 %	11 %	29 %	30 %	50 %	19 %
200 TRADITIONAL	36 %	32 %	26 %	20 %	42 %	32 %	25 %	33 %	34 %	20 %	42 %	33 %
250 BELIEFS	34 %	32 %	37 %	50 %	33 %	32 %	16 %	16 %	13 %	50 %	0 %	16 %
300 GREAT							7 %	9 %	3 %	0 %	0 %	7 %
SCORE	217	206	214	190	208	210	177	179	168	180	167	177
8. RELATIONS WITH OTHERS												
100 POOR							18 %	15 %	16 %	10 %	17 %	17 %
150 NO PLANNED	20 %	17 %	16 %	8 %	25 %	18 %	20 %	18 %	29 %	10 %	33 %	19 %
200 SOME ATTENTION	51 %	47 %	61 %	58 %	42 %	51 %	39 %	45 %	11 %	60 %	33 %	37 %
250 MUCH ATTENTION	29 %	37 %	24 %	34 %	33 %	31 %	19 %	23 %	24 %	20 %	17 %	25 %
300 GREAT							4 %	0 %	0 %	0 %	0 %	1 %
SCORE	209	211	216	230	183	210	194	209	189	215	175	200
9. DEVELOPMENT OF SELF							20 %	14 %	18 %	0 %	8 %	16 %
100 AGAINST GRADE	33 %	31 %	18 %	0 %	42 %	31 %	24 %	17 %	24 %	40 %	8 %	19 %
200 AGAINST NORM	31 %	36 %	45 %	38 %	33 %	37 %	37 %	32 %	32 %	50 %	67 %	37 %
250 AGAINST SELF	36 %	33 %	37 %	62 %	25 %	32 %	19 %	36 %	26 %	10 %	17 %	28 %
300 GREAT							11 %	14 %	11 %	0 %	0 %	11 %
SCORE	243	197	227	230	233	226	183	207	203	245	208	202

DATE _____

account as overall school needs assessments are made. An example of a Negotiating Committee Rank Order Chart is shown below.

Steps for determining *Needs Priority Rank Order.*

1. Write in priority score from data chart total column opposite the program area category.
2. Write in rating score from data chart total column in rating score column.
3. Rank order priority score (highest score first). Write R.O. in column A.
4. Rank order rating score (highest score first). Write R.O. in column B.
5. Discrepancy score = A-B. Wrte the score obtained in the discrepancy score column.
6. Rank order discrepancy score (lowest score first). Write R.O. in column C.
7. Add priority R. O. to the discrepancy R. O. (+C). Write R.O. in column A + C.
8. Rank order column A+C (lowest score first). Write R.O. in column D.

   The last column (D) gives an overall needs rank order.

When two or more scores are tied for a rank order, give both scores the same rank and give the next score its regular place; i.e. 1, 2, 2, 4, 5, 6, 7, 8, 9.

Negotiating COMMITTEE RANK ORDER CHART

Program Area Category	Priority Score	Priority Score Rank Order	Rating Score	Rating Score Rank Order	Discrepancy Score	Discrep. Score Rank Order	Priority R.O. plus Discrep. R.O.	Needs Priority Rank Order
		A		B	A-B	C	A+C	D
1. 3R's	245	1	211	3	-2	3	4	1
2. Social	208	6	213	2	4	9	15	8
3. Physical	197	8	200	5	3	7	15	8
4. Work	212	3	174	8	-5	1	4	1
5. Arts	182	9	166	9	0	5	14	6
6. H.PE & Safe	223	2	223	1	1	6	8	4
7. Choices	210	4	177	7	-3	2	6	3
8. Others	210	4	200	5	-1	4	8	4
9. Self	205	7	202	4	3	7	14	6
Highest priority & rating ranked first					Lowest scores are ranked first			

Writing Summaries

The negotiating committee will use the data on the Overall Data Chart from the priority and rating sections for writing summaries of the ranked needs program areas. Start with the number one ranked needs program area. The procedure used is as follows.

Step 1 - Priority Summary

Examine and discuss the priority data for each subgroup on the Overall Data Chart priority section. The chairman should use the chalkboard to record the general groupings indicated by the data. A committee member should serve as recorder. An example based upon the Overall Data Chart for "Other Staff" is given below.

Example

WORLD OF WORK - Priority Score 212
Program Emphasis - Study about Work

Only 19% of the 964 respondents decided not to spend any money at all in this program area, World of Work. Fifty percent of the 964 spent money in the game to STUDY ABOUT WORK and 32% spent money for ON-THE-JOB-TRAINING. The majority of the board of education members, teachers, students, and parents spent money to STUDY ABOUT WORK. A majority of the other certified staff spent money to TRAIN-ON-JOB.

Step 2 - Rating Summary

Examine and discuss the data in the rating section of the Overall Data Chart for this program area. Again information can be placed on the chalkboard by the chairman during this step and the committee member may record the summary as shown in the example below.

Example

WORLD OF WORK - Rating Score: 174 - Rating Fair

Only 25% of the 964 respondents rated the WORLD of WORK as better than OK; whereas 76% rated it OK to POOR. The teachers, then other staff, then parents, then students, then laymen rated it as needing much improvement in the order given with the poorest rating given by the teachers.

Making Explanations for the Summaries

Step 1

The chalkboard should be used to capture pertinent points as committee members give their work committee's explanations of WHY people (students, teachers, parents, other staff, and laymen) made their program choices and rated the school as they did.

Step 2

After general discussion about the points on the chalkboard, the recorder should write a summary of why the groups responded as they did. See the example given below which shows how a negotiating committee from one school wrote this explanation of the WORLD OF WORK.

Example
Why The Groups Responded as They Did

The main reasons that this area was rated so poorly is that there are almost no offerings for vocational training at this school. Those who thought students at the junior high level should study about work were thinking of the age of the students, the problems of transportation, work permits, availability of jobs, and other problems involved with providing on-the-job training for this age student. On the other hand, those who thought on-the-job-training would be good were thinking of the number of drop-outs which occur before students have vocational skills or means of supporting themselves.

Making Recommendations

Step 1

A negotiating committee representative from each work committee (a student, parent, teacher, other certified staff, and a layman) should write on the chalkboard the recommendations from their work committee for the program under consideration.

Step 2

The chairman or the co-chairman should lead a discussion about each recommendation on the board. Care should be taken to see that recommendations do not tell teachers and administrators *how* to do their jobs. In other words, a recommendation quite properly could be: "Materials in career education should be included in the curriculum." It would be out-of-order to recommend that the typing teachers should make certain that students in typing classes learn how to construct and type letters of application for a job.

Step 3

Some of the recommendations will be overlapping so the discussion leader should, with the help of other committee members, summarize the recommendation.

Step 4

Each pair of representatives of the work committees should try to see that their recommendations are understood and are included in the final summary report. Important differences in recommendations should be negotiated until they are resolved.

Step 5

The recorder should write down the summary of the recommendations which have been negotiated. An example of recommendations for the WORLD OF WORK made by one school negotiating committee is given below.

Example
Recommendations for World Work

We feel that the study of work should be included in the

curriculum; and while on-the-job-training for this age student in an out-of-school setting may not be feasible, we recommend that the shop facilities and home economics department be reopened, and that these vocational areas of instruction be re-instated.

We also urge that experiences and materials in career education be included in the instructional program.

SECOND MEETING-NEGOTIATING COMMITTEE

At the second meeting, summaries will be written; explanations made; and recommendations given for the next four ranked needs assessment program areas. Committee members can subdivide for the writing summaries part, but should work as a full committee to review each summary, do the explanations and make recommendations.

THIRD MEETING - NEGOTIATING COMMITTEE

At this third meeting of the negotiating committee, attention will be focused on the remaining four rank ordered needs assessment program areas.

The negotiating committee members can subdivide into groups of two persons, select one of the four remaining areas and follow the steps outlined under the section *Writing Summaries*. When the summaries are completed, the entire committee will come back together and go through the steps outlined under the sections *Making Explanations* and *Making Recommendations*.

FOURTH MEETING - NEGOTIATING COMMITTEE

At this meeting, attention will be focused on negotiating a final priority ranking for the needs assessment and for the supplementary recommendations priority ranking. Each subgroup of the negotiating committee; i.e., parents, students, teachers, other certified staff, and laymen will consult their groups' Work Committees' Rank Order Chart which has been completed in the work committees. These rankings might be different from the rank order derived from the overall group data. Therefore, it is important that each subgroup have an opportunity to argue for its own order of overall priority ranking.

Negotiation of Final Needs Assessment Priorities

The priority rankings of each subgroup and the overall needs assessment rank order should be written on the chalkboard and a final priority negotiated. An example is given of how one school negotiated a final needs assessment rank order.

NEGOTIATED NEEDS ASSESSMENT RANK ORDER CHART

Program Category	Students	Teachers	Parents	Other Staff	Laymen	Overall	Final
1. 3 R's	1	3	2	3	2	1	2
2. Social Studies	6	7	6	8	9	8	9
3. Science	7	9	9	3	6	9	8
4. Work	2	6	4	1	1	1	1
5. Arts	7	8	8	6	7	6	7
6. H. PE. & Safety	4	5	5	8	5	4	4
7. Choices	3	1	1	5	4	3	3
8. Others	4	4	6	6	7	4	4
9. Self	9	1	3	2	3	6	4

Negotiation of Supplementary Recommendations

Each subgroup should write their work committee's supplementary recommendations on the chalkboard. These recommendations should be first grouped into general areas and then listed according to a priority ranking based upon the consensus of the committee.

Report for Open Public Meeting

The negotiating committee chairman working with the principal will put the material produced by the negotiating committee into a report which will be used in the open meeting.

NEGOTIATION COMMITTEE REPORT AT AN OPEN PUBLIC MEETING

An open pub'ic meeting should be announced several weeks in advance. At this meeting, which is chaired by the principal, an overall description of the needs assessment procedures should be explained. It is helpful to have dittoed or xeroxed copies of the Overall Data Chart for distribution at this meeting. Until after the negotiating committee has given its report, this chart is the only material distributed to the public.

A brief explanation of the scoring should be given by the principal. Then the negotiating committee members should be introduced and each committee member should share the report for one or two of the nine program areas. After the program area reports have been given, the supplementary recommendations are reported by the two parents on the negotiating committee.

Following the report of the negotiating committee, copies of the recommendations then should be distributed and the meeting be opened for general discussion. If it is not feasible to have copies of the negotiating committee report available for distribution, transparencies could be made of the rank-ordered program areas and just their recommendations. Another set of transparencies can show the supplementary recommendations.

Before the general discussion begins, the principal might explain that the comments and questions given from the people in attendance will be noted and the negotiating committee will incorporate relevant suggestions in the report to the superintendent.

PLANS FOR IMPLEMENTATION

A final report from the negotiating committee should be forwarded to the superintendent for his approval. (See Appendix B for an example of a negotiating committee report.) After receiving approval from the superintendent, the principal should make long and short range implementation plans. Included in these plans should be provision for staff development.

Short and Long Range Plans

The needs assessment now completed has given the principal a "charter" for his school that has been developed by involvement of the entire school community. He is now *accountable* to provide leadership to implement this "charter." The first thing that he should do is to examine the report carefully and pick out those recommendations which are "DOABLE" in the immediate future. Short range plans should be developed to begin work on these "DOABLE" recommendations. A public relations program should identify these short range plans and their achievement. People who have been involved need to know and see that their involvement has produced tangible results.

The long range plans also need to be identified to the school community. In many cases the long range plans will depend upon additional resources. One of the advantages for including public officials and members of civic organizations in the Bonanza Game needs assessment is that now they may be willing to sponsor projects which will be helpful to implement the assessment results. A needs assessment is a prerequisite to qualify for Title III funds. The Bonanza Game needs assessment can be used to qualify for meeting this prerequisite. It is important to remind the principal that each area in the School Program Bonanza Game is related to goal statements from *Goals for Education in Georgia.* In Appendix A this relationship is shown. These goals can be incorporated in the Bonanza Game needs assessment as specific behavioral outcomes and can serve as a basis for applications for funds to implement the needs assessment just completed.

Staff Development

In Georgia, the State Department is supporting a staff development effort based upon needs assessment. Again, the Bonanza Game needs assessment provides the base for making application for funds from the State Department to provide training for the staff to carry out recommendations which have been developed. If the Bonanza Game has been used in more than one school in the system, then the principals from those schools could compare school needs assessments to write a comprehensive system funding proposal for staff development. The computer could assist by giving a total system analysis by grade level and the priorities and ratings rank order for the system could then be determined. Then the recommendations by schools could be incorporated into the program areas.

At any rate, with or without outside funds, the implementation plans of the needs assessment must contain staff development provisions. Without a staff committed and trained to implement needs assessment recommendations, it will be difficult to make the desired progress.

CONCLUSION

The Bonanza Game does not give *answers,* but it does point to directions for improvement. The work of the principal begins where the Bonanza Game leaves off. However, those principals who have used the School Program Bonanza Game and the process described in the manual have reported that it was an experience which was worth the effort.

The Bonanza Game has been designed as a *vehicle* for giving everybody in the school community a chance to participate in deciding what is needed in his school. As this manual reveals, the work begins *after* the survey. It is through the process of uncovering *WHY* people hold certain values about school programs that clues are given for underlying needs. By using the Bonanza Game as a vehicle for uncovering these underlying values and needs, school programs will become more relevant and receive greater public support.

Through its use, the spinoff benefits may be just as important as any part of the whole process. The involvement of students and *all* parents with a survey form that they can deal with in an unthreatened and understanding way, a survey form that was "kind of fun" has a "turning-on" effect. The publicity campaign has a great spinoff value of making the school look good. A positive outgrowth has to come from reporting and analyzing data which reveal the needs of all races, sexes, income levels, job and career aspirations, and background of experiences. Another spinoff occurs when work committees composed of members of the different races, sexes, etc. work together for a common purpose in a way that "puts down" nobody.

One parent from a negotiating committee summed it up well, "The Bonanza Game gave us all a chance to do something constructively about our school, rather than just sitting around 'bad mouthing' it." Said another way - the times call for *proactive* rather than *reactive* leadership.

CHECK LIST FOR THE PRINCIPAL

_____ 1. Carefully read manual on administration and use of the bonanza Game.

_____ 2. Play Bonanza Game yourself and be familiar with the directions.

_____ 3. Administer game to staff and go over the Time Schedule Chart with them.

_____ 4. Begin an intensive public relations program.

_____ 5. Arrange with teachers to administer game to students.

_____ 6. Make arrangements with teachers to have materials sent home for parents to play game.

_____ 7. Administer game to Board of Education members and public officials.

_____ 8. Fill out header sheet giving information about school.

_____ 9. Gather all answer sheets and send to the Bureau of Field Studies at the University of Georgia.

_____10. Select work committees.

_____11. Call together all work committees and chair this first meeting.

- _____ a. Have each work committee select a chairman.
- _____ b. Principal and the "Other Staff" committee members should be familiar with the process of taking data from the computer printout sheets and transferring the data to the two charts (Data Chart for Priorities and the Data Chart for Ratings.) Be sure to *have enough blank copies* of these *two charts* available for each member of the work committees. See pages 13 and 15 for copies of these charts. If these two charts can be completed for each group of the work committees by parent volunteers, it would facilitate this process.

.....c. Direct and instruct each work committee on the making of a Work Committee *Rank Order Chart.* Be sure to *have blank charts* available for each member of the committees.

.....12. Chair the "Other Staff" work committee's second and third meeting.

.....13. Check to see if other work committees are finished and if they have chosen their two representatives for the negotiating committee.

.....14. Call together members of the negotiating committee and turn meeting over to two parents who will be chairman and co-chairman. Principal will be one of the representatives of the "Other Staff" work committee and will take an active part as a member of the negotiating committee. Be sure to *have enough copies* of the *Chart* for each member of the negotiating committee.

.....15. Have a copy of the negotiating committee report typed. The completed *Overall Data Chart should be dittoed* or xeroxed *for distribution* at the open public meeting. Transparencies may be made to explain recommendations at the open meeting or dittoed copies may be made of only the recommendations of the negotiating committee.

.....16. Set the date for the open public meeting and have the public relations chairman make announcement of the date through newspapers, radio, etc. several weeks in advance.

.....17. Chair the open meeting.

.....a. Distribute overall data chart to everyone at the beginning of the open meeting.

.....b. Principal should explain the chart and the scoring.

.....c. Negotiating committee members should be introduced and each committee member should share the report for one or two of the nine program areas. The two parents should report on the supplementary recommendations.

.....d. Transparencies may be shown to explain the recommendations or copies of the recommendations may be distributed at this time. Then the meeting may be opened for general discussion. A recorder should be selected to take notes on the relevant suggestions made.

.....18. The final report from the negotiating committee along with suggestions from the open meeting should be forwarded to the superintendent for his approval.

.....19. After receiving approval from the superintendent, make long and short range implementation plans. A public relations program should be developed to identify these plans and their achievement

.....20. Staff development should be initiated to implement the recommendations derived from the needs assessment.

Part II

Background information

INTRODUCTION

All institutions have their origins in some basic societal need. Schooling as originally designed was purposeful in satisfying a need felt by the larger society. As the conditions change, so should the institutions which serve its needs.

Today, as in all periods of time, the school is among the institutions being most challenged to adapt to America's changing society. Increasing pressures are being put on schools to be more relevant and accountable to the communities they serve. To be relevant and accountable, an institution should be clear on its educational goals and purposes.

One source for determining educational goals and purposes for schools is in the literature. In searching the literature, one invariably ends up with something like the "Seven Principles of Education" which are: (1) worthy home membership, (2) health, (3) command of fundamental processes, (4) worthy use of leisure time, (5) vocation, (6) citizenship, and (7) ethical character. Various commissions, professional associations, state departments of education and individuals have all taken "a crack" at making goal statements, but almost any way you look at it the "Seven Cardinal Principles" are as comprehensive as any. Wilson Riles analyzed the many attempts made throughout the history of American education to formulate goals and found that universal and continuing goals for public education may be grouped under six broad headings:

1. Intellectual Discipline
2. Economic Independence and Vocational Opportunity
3. Citizenship and Civic Responsibility
4. Social Development and Human Relationships
5. Moral and Ethical Character
6. The Objectives of Self Realization [Joint Committee on Educational Goals and Evaluation, 1970, p. 13].

In addition to goal statements on a national level, many goal formulation attempts have been made by states and school districts. Some noteworthy statewide goal statements have been made by the following organizations: Texas' Conference Steering Committee (1955); the Committee on Public Secondary Education in Maryland (1961); Oregon State Department of Education (1944); Educational Testing Service (1965) for the State of Pennsylvania; Texas' Sub-committee on Goals (1968); Georgia's Advisory Commission on Education Goals (1970); California's Joint Committee on Educational Goals and Evaluation (1970); and the Georgia Planning Association (1972).

Everywhere one looks he finds general agreement on the broad goal categories. The disagreements come in two areas. The first area of disagreement seems to be in the specific behavioral objectives derived from these general broad statements; and the second area of disagreement appears to be related to the particular emphases given within the broad goal areas. These two differences have led to a point where there seems to be emerging a demand for "needs assessment."

NEEDS ASSESSMENT

Arthur J. Owens (Dissertation, 1974, Chapter 2) provides a review of the literature concerning needs assessments which focuses on the writers in this area over the last ten years. Some of the references cited at the end of this section are those Owens used in his review of the literature.

Owens reports that needs assessment began in the early 1900s with Dewey and was especially emphasized by the facility planners beginning in the 1930s and continuing to the present time. He describes how professionals interested in curriculum and instruction have picked up the needs assessment idea and have been advocating its importance and general approaches for conducting needs assessments. Threaded throughout the approaches outlined are: setting goals through broad involvement of the community, prioritizing goals by discovering discrepancies between existing and desired goals, developing specific behavioral objectives, and finally developing training and implementation programs.

Irving Morrissett (1973, pp. 271-278) claims that specific requirements to assess needs before beginning a program for improving education were laid down in the Elementary and Secondary Act of 1965. He thinks that both needs assessment and accountability, but particularly accountability, are a response to a mood of discouragement and disillusionment with our educational enterprise. Morrissett (1973, p. 272) defines needs assessment as a method of determining needs which has four steps: (1) establishing or identifying the goals, or objectives of the system; (2) measuring the level of achievement of students on each of the goals; thus, (3) determining the discrepancies, or needs; and (4) ranking the needs in order of importance and deciding which are to receive major attention. Morrissett (1973, p. 272) feels that accountability and needs assessment are not new, but what is new is a combination of new elements and new emphases such as giving the public a more prominent role both in specifying needs and monitoring outcomes.

Walter S. Lee (1973, p. 28) states that educational systems are facing a great crisis. He thinks that the relationship of the schools to society must be reassessed to determine what public education can and should be doing to prepare children for the world of the future, and that needs assessment is a process of determining the educational objectives most appropriate for a particular situation. The model that Lee (1973, p. 28-32) gives for needs assessment is one that compares what is desired, or should be, with what now exists, or is being ac-

complished. The educational needs, then, are the discrepancies which exist between the "is" and the "should be." Lee describes three phases as necessary steps in the implementation of his model. These three phases are: (1) identify desired educational outcomes; (2) assess the degree to which students are achieving the desired outcomes; and (3) institute problem solving to meet needs.

The Georgia State Department of Education, as well as other state departments in various parts of the country, are urging needs assessments as a basis for educational improvements and staff development programs. The Georgia State Department (1974) has developed a "Needs Assessment Package." Other state departments, professional societies such as Phi Delta Kappa, and commercial companies such as Westinghouse Learning Corporation, and Allyn and Bacon have responded to this need for developing packages for enabling schools to perform needs assessment. All of the above mentioned approaches have aimed at: broad community involvement; determination of educational objectives; an examination of the existing achievement of those objectives; prioritizing need as relates to the achievement of objectives; developing programs to deal with the priorities; and evaluating the results of improvement efforts.

THE SCHOOL PROGRAM BONANZA GAME

The School Program Bonanza Game is another approach to conducting a needs assessment. It differs somewhat from the other needs assessment packages in that the Bonaza Game attempts to provide a needs assessment as concerns the overall purposes or goals of the school. Other approaches appear to be more specifically concerned with student achievement in relationship to specific behavioral outcomes which are based upon assumed overall purposes.

The Bonanza Game is also unique in its simple format and approach to conducting a needs assessment. It is based upon a survey approach which has been developed by the Social and Community Planning Research (SCPR) Institute in London, England. The aim of SCPR Institute as concerns research in this area is to arrive at measurements of community preferences so that priority values can be quantified. This approach extends traditional attitude survey measurements by allowing and insuring that respondents understand the concept of trade-off preferences. The principle on which this approach is based is similar to the economist's indifference curve approach. By seeing which different "mixes" of a number of variables provide equal satisfaction, it can be revealed how one aspect is valued higher or lower than others. It was a principle first applied in an environmental context by the Institute for Research in Social Science, University of North Carolina (Wilson, 1962).

Hoinville (1970, pp. 33-50) describes the method being developed by the Social and Community Planning Research Institute (SCPR) for evaluating community preferences. In essence, the method is to ask people to choose a "mix" of variables from a range of competing alternatives. The way that respondents choose provides an indication of the trade-off values of individual items. Hoinville claims that the main limita-

tion of attitude research is that respondents are not forced, as they are in a behavioral situation, to trade-off some of their preferences against others. A purchaser with limited wealth must constantly weigh priorities and preferences in order to decide for which factor he will accept some element of sacrifice in order to gain in others. A method of combining behavior and attitude which is used in the London research effort is to see how people describe their existing situation and then to go on to establish the direction in which they prefer changes to occur. The steps followed in applying the method are: first, respondents are presented with a range of standards for each environmental situation (for example, high standard, medium standard, low standard); next they are asked to identify the standard which best corresponds to their own existing situation. Last of all, the respondents are given a hypothetical sum of money which is insufficient to purchase the most favored standard for each situation. Then they are asked to purchase the standard which they would find acceptable for each situation in the optimum mix. In order to force respondents to consider with equal care the standards which they rejected, SCPR includes a free base line (no cost) low standard for each situation which automatically results if respondents chose to spend no money at all on that situation.

Preliminary evaluation of the priority evaluation approached by SCPR indicates that the method works and yields information which has not hitherto been available.

> The position at this point in time is that a good deal of development work has taken place to turn the basic concepts into a workable research method from the point of view of data collection and data processing. We are at a point now where an equal amount of development work is necessary in terms of the application of the method as a problem-solving tool. As with all survey projects, the main strength or weakness of the Priority Evaluation approach rests not in the method itself but in its application [Hoinville, 1970, pp. 47-48].
>
> Perhaps the main value and advantage, however, of the Priority Evaluation approach is its flexibility. It can examine the preference structure at a micro level in order to establish differences between different types of persons, different types of situations, large and small changes in individual variables, and so on. It is a method which can be used to yield aggregate community values, more important, it can be used to examine how these aggregates are formed [Hoinville, 1970, p. 49].
>
> The usefulness of this micro examination approach is self-evident. The success of cost/benefit analysis, for example rests heavily on its ability to illustrate how the "gains" and "losses" are distributed between different sections of the community. The question of *who* places *what* values on which factors is as important as the compilation of the aggregate amenity value, and it is this aspect which is most appropriate for the Priority Evaluator approach [Hoinville, 1970, pp. 49-50].

Finally, it would be misleading to suggest that the method does not have problems and limitations of its own. Its very recent origins mean that a lot more development work needs to be done, and a great deal is also likely to emerge from its general application. However sufficient has been done to suggest that the method can take its place alongside others as an evaluation tool to be employed [Hoinville, 1970, p. 50].

After studying the London Priority Evaluator approach and exchanging questions and information with Gerald Hoinville of SCPR, a beginning was made in 1970 to develop a Priority Evaluator (School Program Bonanza Game) to be used with students, parents, educators, and laymen to determine school program priorities - needs assessment. The SCPR priority evaluation approach indicated the method that could be used, but the problem of constructing a valid and reliable instrument became the challenge.

RELIABILITY AND VALIDITY

The categories, pictures, and captions used in the Bonanza Game were developed primarily on the basis of Goals for Education in Georgia (See Appendix A). The Q sort technique was used for developing the nine program categories and subparts under each category. At each step in its development, the instrument was field tested with professional educators from the University of Georgia and from public school field situations. Students and parents from low, middle, and high socio-economic levels were also used in these developmental studies.

The local chapter of Phi Delta Kappa at the University of Georgia sponsored a special study involving 896 students, 237 parents, and 207 professional staff members randomly selected from elementary, middle, and high schools in one school system. A series of experiments relating to the format and content validity of the Bonanza Game were conducted in this school system. In these experimental studies, four forms of the Bonanza Game were used to randomize the pictures, assign dollar amounts, have respondents rank the pictures from least to most importance and respond to different rating procedures. In another study to establish reliability, two approaches were used. One approach was to give two administrations of the Bonanza Game to the same group within the period of one month. The other approach to establishing reliability was to randomly sub-divide the respondents from the same school and to test the reliability through this method.

An unpublished paper reporting the statistical results of these studies is available upon request of the authors: David J. Mullen and Carl J. Schnittjer, Bureau of Field Studies, College of Education, University of Georgia, Athens, Georgia 30602. The results of these studies with established statistical significance are in summary as follows:

1. Dollar amounts had no significant influence on the priorities which respondents selected. The present dollar amounts $0, $200, and $400 were subsequently decided upon as the most administratively convenient amounts to be used.

2. The arrangement of the pictures had no significant influence on how people spent their money.
3. The data from two of the experiments supported the hierarchal arrangement of the pictures in six program areas, but indicated that changes should be made in three of the areas. Changes were subsequently made in the areas indicated; i.e., for area 3, "The Physical World - science," pictures 1 and 2 were reversed; for area 5, "The Arts - music, art, drama, dance," pictures 2 and 3 were reversed; and, for area 6, "Physical Development and Safety," pictures 2 and 3 were reversed.
4. The data indicated that there was no significant difference in the two rating procedures tested and the five-point rating scale was adopted.
5. In both approaches used in the reliability studies, the reliability for obtaining *priority* scores was definitely established. There was some question about the reliability of the *rating* results, but upon investigation in the experimental situation it was found that directions for rating the school were ambiguous and these directions for ratings were changed and later tested for clarity. As now stated it appears that there is no further difficulty in this area.

Empirical tests of criterion-related and construct validity of the Bonanza Game give sufficient evidence that the game is yielding valid results. In Appendix C, reports are given on the school systems, schools, respondents, and results obtained from the use of the Bonanza Game. In the study reported in Appendix B, the results of the Bonanza Game have already resulted in changes in the school program. From an empirical standpoint, this is one of the most important tests of the validity of an instrument.

SUMMARY

To date over 10,000 people (5,000 students, 700 teachers, and over 4,000 parents, administrators and laymen) have been involved in responding to the Bonanza Game as a needs assessment technique. These people are from 34 schools (19 elementary, 10 middle schools, and 5 high schools) from different school systems ranging from rural to small city to suburban to inner city. The Bonanza Game has undergone considerable scientific investigation and development. Through the Bureau of Field Studies and Services, at the University of Georgia, further studies are planned.

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APPENDIX A

PRODUCT GOALS FOR EDUCATION IN GEORGIA
(Adopted by the State Department of Education, 1970)

3 R'S	possesses the ability to read, speak, write, and listen;
3 R'S	possesses knowledge and understanding of mathematics;
3 R'S	possesses an understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas, and information;
3 R'S	possesses the attitudes and skills to pursue learning as a life-long process;
3 R'S	give summary attention to the development of basic skills in speaking, reading, writing, listening and mathematics;
SOCIAL	understands and values the functions, relationships, and responsibilities of labor and management in a free society;
SOCIAL	is aware of the social, economic, and political implications of technology;
SOCIAL	possesses knowledge of the principal economic, social, and political systems of the world;
SOCIAL	recognizes the role of the family, religions, and community organizations in defining values in a changing society;
SOCIAL	possesses the motivation to make the community a desirable place in which to live;
SOCIAL	possesses knowledge and understanding of production, distribution, and consumption of agricultural and industrial products;
SOCIAL	possesses an understanding and appreciation of racial, religious, and national groups and their contributions to the history and development of our culture;
SOCIAL	accepts the responsibility of preserving the rights and property of others;
SOCIAL	understands the structure and functions of local, state, and national government;
SOCIAL	understands and accepts the responsibilities and privileges of American citizenship;
SOCIAL	possesses a commitment to law and understands the processes and purposes of law and the American judicial system;

SOCIAL	possesses knowledge and understanding of international relations;
SOCIAL	provide for the systematic study of contemporary issues and events;
SOCIAL	possesses knowledge, understanding, and appreciation of his heritage;
SOCIAL	understands the citizens role in decision-making processes of American government and politics;
SOCIAL	is committed to the values defined in The Bill of Rights;
SOCIAL	possesses the ability and desire to participate in community service activities;
SOCIAL	knows and understands concepts of taxation;
SOCIAL	possesses knowledge and understanding of current political issues;
SOCIAL	considers public office as a public trust;
SOCIAL	understands how public education is administered;
SOCIAL	is committed to the concept of accountability for the use of public resources;
SOCIAL	knows how to secure and utilize community services;
SOCIAL	respects the offices of appointed and elected officials;
SOCIAL	seeks opportunities to participate in the governmental processes;
PHYSICAL	uses knowledge and skills in the arts and sciences to enhance his own natural and physical environment;
PHYSICAL	possesses an understanding of how technology alters the natural and physical environment;
PHYSICAL	possesses an appreciation of the beauty of nature;
PHYSICAL	values and demands the conservation and proper utilization of land and other natural resources;
PHYSICAL	possesses knowledge and understanding of man as an integral part of nature, and as such the quality of life is proportional to the harmony he achieves with all aspects of his natural environment;
PHYSICAL	possesses a knowledge, understanding, and appreciation of, and exhibits as interest in, science and the role of science in our society;
WORK	appreciates the value of the occupations of others;
WORK	provide for vocational education;
WORK	possesses knowledge and understanding of workmen's compensation, social security, retirement systems, employment insurance and other employee benefits;

WORK	possesses the necessary knowledge of how and where to seek employment and the skills to be able to apply for a job and participate in a job interview
WORK	possesses knowledge and understanding of a wide variety of occupational fields;
WORK	possesses a tentative occupational or career goal and an education training plan to achieve this goal;
WORK	is able to function as a follower, co-worker or a leader in work;
WORK	possesses pride in workmanship and accomplishment;
WORK	respects and cares for the property of his employer and fellow workers;
WORK	possesses ability to adjust to changing jobs and job requirements;
WORK	recognizes the impact of science and technology on jobs and job requirements;
WORK	knows where to obtain additional education and training;
WORK	understands and accepts the necessity of avoiding discrimination in employment practices;
ARTS	possesses the knowledge, skill, ability, and desire for life-long growth in arts of his choice;
ARTS	values and recognizes creativity as a basic human need;
ARTS	uses as a listener, participant, and/or observer one or more of the arts or crafts in recreational and leisure time activity, e.g., music, visual arts, drama, woodworking;
HEALTH P.E. & SAFETY	possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some vocational pursuit;
HEALTH P.E. & SAFETY	is able to participate alone or with others in recreational and leisure time activities;
HEALTH P.E. &	recognizes recreation as a vital part of human life including participation in recreational activities which provide physical fitness throughout life;
HEALTH P.E. & SAFETY	values and seeks sound mental and physical health through good nutrition; understands biological processes and functions; understands the effect of drugs, alcohol and tobacco; knows how, when, and where to secure medical services; and understands the emotional and social aspects of human sexuality;
HEALTH P.E. & SAFETY	provide for physical education, driver education;

CHOICES	possesses the knowledge and skills of an intelligent consumer of goods and services;
CHOICES	possesses knowledge, understanding, and skills pertaining to personal finance and money management;
CHOICES	possesses an understanding of and respect for himself —his abilities, interests, values, aspirations, limitations, and uses this understanding to set personal goals;
CHOICES	supports the free and voluntary exercise of religious choice.
CHOICES	possesses a personal value system that enables him to define desirable change on the basis of his understanding of the capacity of man to adjust to change and the techniques to control change;
CHOICES	possesses the ability to understand and cope with dissent.
CHOICES	possesses a personal value system which emphasizes concern for one's fellow man:
CHOICES	understands freedom as the right to make choices within the framework of concern for the general welfare;
CHOICES	provide the opportunity for students and teachers to make responsible decisions regarding the use of their time;
CHOICES	possesses the ability to analyze, synthesize, draw conclusions, make decisions, and secure information from a wide variety of sources;
CHOICES	possesses the attitudes and personal values that enable him to cope with adversity;
CHOICES	understands and accepts the relationships of rights and responsibilities;
CHOICES	possesses the ability to identify common goals and to cooperate with others in their attainment;
CHOICES	possesses a personal philosophy of his reason for existence;
CHOICES	possesses the ability to make responsible decisions regarding the use of time;
RELATIONS	recognizes that every man, unless restricted by his own actions, has the right to participate actively and freely in social, political and economic affairs so long as the rights of others are not violated;
RELATIONS	knows and practices socially acceptable behavior;
RELATIONS	possesses the ability to adjust to changes in human relationships brought about by geographic and social mobility;
RELATIONS	include the development of skills in human relations;

RELATIONS	possesses the social willingness to live in a racially integrated society;
RELATIONS	should be able to establish warm personal relationships away from the job with neighbors and friends.
RELATIONS	possesses a personal value system which maintains individual integrity in group relationships;
SELF	permit each pupil to progress in a continuous manner at a rate consistent with his ability;
SELF	provide for the determination of the educational needs of each child, the design of an instructional program to meet those needs and the continuous evaluation and assessment of individual progress;
SELF	utilize a wide variety of instructional materials in a variety of individual and group activities;
SELF	provide opportunities for students of varying abilities and interests to participate in common activities;
SELF	be varied in accordance with the level of development of the individual learner.
	The content of the curriculum should - - -
SELF	include remedial and corrective programs, special instruction for handicapped children and youth and compensatory programs for the culturally deprived;
SELF	provide guidance and counseling services, psychological services, health services, and social work appropriate to various levels of education.

APPENDIX B

NEEDS ASSESSMENT REPORT FOR SAMPLE CITY JR. HIGH

To: Dr. John Smith, Superintendent
and
Board of Education, Sample City Schools
From: School Program Bonanza Game Negotiating Committee
Subject: NEEDS ASSESSMENT for Sample City Junior High School

This report contains the recommendations of the Negotiating Committee who worked with the Bonanza Game data. The following NEEDS ASSESSMENT is the result of involvement from all segments of the community—students, teachers, administrative staff, parents, Board of Education members, and interested laymen. The recommendations are comprehensive and cover the various curriculum areas as well as supplementary recommendations for the improvement of Sample City Junior High. The Negotiating Committee recognizes that many of the recommendations will have to be included in long range plans; however, others need immediate attention.

Upon receiving approval of this report, the principal intends to begin developing long and short range plans for implementing the NEEDS ASSESSMENT. As these plans are developed, the principal will work closely with the Superintendent and central office staff as well as with members of the committee.

NEGOTIATION COMMITTEE'S REPORT
SCHOOL PROGRAM PRIORITIES

#1 PRIORITY: THE 3 R's

Summary

Parents, students, and teachers indicated college preparation as the level of instruction which they thought should be offered while staff and laymen thought the 3 R's should be taught at the basic skills level.

The discrepancy that exists between the # 1 priority and the # 3 rating indicated that work should be done to improve the 3 R's.

Why Groups Responded as They Did

Parents probably rated college level preparation as their choice because that is what they want for their children—or at least they want their children to have that option.

Students want to go to college. They want the opportunity to gain the necessary skills to be able to have a choice later on; thus, they marked college level preparation.

Teachers want to meet the needs of all students. They see the need for instruction from the lowest to the highest levels.

Staff members looked at the ability level of the majority of the students in making their decision; and they feel the basic level of instruction would be realistic.

Laymen perhaps feel that basic skills instruction is the appropriate level of instruction for the junior high student, and that college level preparation should be left to the high school instructional program. Or perhaps laymen, too, looked at the ability level of students and felt basic skills instruction would be adequate or realistic.

Recommendations of Negotiations Committee for the 3 R's

- Develop curriculum to provide for all levels of instruction needed—from special education up to honors program.
- Provide speech therapy for those students who need it.
- Place more emphasis on reading in all areas of the curriculum and equip a reading lab for those who have severe reading problems.
- Develop media center for instructional materials to be used by all levels.
- Purchase textbooks to fit varying ability groups.
- Develop or purchase individualized instructional materials to provide for some of the differences that exist even within grouped classes.

 # 1 PRIORITY: WORK WORLD

Summary

Parents, teachers, students, and laymen all thought junior high students should study about work; however, 50 percent of the staff felt that students should train on the job.

This area of the curriculum showed a great deal of discrepancy between the priority rating and the ranking—with a # 3 priority and # 8 rating (composite)—indicating that this is one area everyone sees as needing attention.

Why Groups Responded as They Did

Those who thought students at the junior high level should study about work were thinking of the age of the students, the problems of transportation, work permits, availability of jobs, and other problems involved with providing on-the-job training for this age student. On the other hand, those who thought on-the-job training would be good were thinking of the number of dropouts which occur before students have vocational skills or means of supporting themselves.

Recommendations of Negotiating Committee for Work World

- We feel study of work should be included in the curriculum; and

while on-the-job training for this age student in an out-of-school setting may not be feasible, we recommend that the shop facilities and home economics department at Sample City be reopened and that these vocational areas of instruction be reinstated.

- We also urge that experiences and materials in career education be included in the instructional program.

 # 3 PRIORITY: MAKING CHOICES

Summary

Parents and teachers want choices made on the basis of personal beliefs and values. Students, staff, and laymen feel that students should be taught to make choices based upon tradition and custom.

This area ranked seventh in rating with more than 70 percent rating it OK or below—which indicates a need to improve the decision-making opportunities at the school.

Why Groups Responded as They Did

Parents may be reluctant to trust the influence which might exist in the classroom and may prefer that their children make choices based on personal beliefs. They may be reluctant to have someone's opinion or moral code used as a basis for teaching right, wrong, attitudes, etc. to their children.

Teachers feel "decision-making" is also a responsibility of home and family, and there is evidence that they are reluctant to infringe upon the rights of the family.

Students, staff, and laymen feel that tradition is a good base from which to work.

Recommendations of Negotiating Committee for Making Choices

- Most of the committee members feel that provision can be made in the normal curriculum to improve the opportunities for decision-making and to give student opportunities to make choices for long - and short - range goals. A variety of options in the curriculum would allow students to help develop their own goals and methods of learning. Different materials and activities should be included to enhance the ability of students to choose.
- In all cases, custom and tradition should be used as a baseline from which students should be encouraged, at times, to move toward using personal values as a basis for decision making.

 # 4 PRIORITY: HEALTH AND P. E.

Summary

All groups—parents, students, teachers, staff, and laymen believe that health and physical education at Sample City should be a general program in health, physical education, and safety with emphasis on athletics.

Why Groups Responded as They Did

Although rated second in priority and # 1 in overall rating, the negotiating committee feels that misinterpretation about what the PE program should be and what in reality exists has caused the ratings to be invalid. We feel this may be so because:

1. There is no health instruction.
2. There are no lecture classes in health or P.E.
3. Space is limited—with girls' classes and boys' classes being taught at the same time on opposite ends of the gym.
4. Overcrowded classes for the available equipment and space.
5. Need for improvement of physical education facilities—with showers, lockers, dressing areas which can be used by students. These facilities need to be expanded. The facilities which already exist should be repaired, painted, and kept clean. Since the City Recreation program uses gym facilities until late at night, there is no way to keep facilities clean for student use the next day.
6. Inadequate personnel to maintain the program—especially for female students.

Parental rating of Health and P.E. showed significant difference with black parents rating the program higher than did white parents. This may be because of the use of the gym after school hours.

Teachers feel more emphasis should be given to areas of health and personal hygiene; and they think more emphasis should be given to individual skills and activities rather than only to team sports.

Staff members feel the P.E. program facilities should be expanded to include handball, tennis courts, and recreational and craft areas with more emphasis on intramural sports.

The student group felt the students misunderstood how to play the Bonanza game and that most would really say that more money should be placed on this part of the curriculum than on any other area. They would like to see more competition with other schools emphasized, and they want more intramural sports. They would also like to see scheduled events announced so that more people would be able to attend.

Recommendations of Negotiating Committee for Health and P.E.

- We recommend that health and personal hygiene be included in the instructional program. The instruction in these areas should be relevant and should be presented in an interesting way.
- A larger variety of materials and activities should be provided so that students would have opportunity to participate in team sports and also develop some individual skills.
- Intra- and/or inter-school activities and sporting events should be announced in advance so that more people could attend.
- We recommend that provision be made to enlarge the shower, locker, and dressing room facilities in the gym, and that some provision should be made to keep these facilities clean for use by students during the school day.
- Since this is a subject area that occupies a prominent place in the

school curriculum, we recommend that adequate facilities and personnel be provided to make it a worthwhile experience for the children who attend Sample City.

 # 4 PRIORITY: RELATIONS WITH OTHERS

Summary

All groups indicated that some attention should be given to learning how to get along with others. A majority of all groups rated this category OK or BELOW—with a composite rating of more than 70 percent rating OK or below. These figures indicate a need for improvement of relations with others—which is a part of each school day, in each class and activity, for each child.

Why Groups Responded as They Did

Parents are concerned about the way their children get along with other students and teachers. They think it is important that children should be able to study, work, and play in an atmosphere of mutual respect and goodwill; but they know this is not always the case.

Students think it is important that they be able to maintain good relations with others. Students want peer-group and parental acceptance that they are afraid they may not get if they become too friendly with members of the other race.

Teachers see discrimination against both races—such as the almost totally black student council and the lack of black history in the social studies area. They see division of races (physical) in some classes. Sometimes when interracial interactions occur, racial peer pressures are exerted to discourage these interactions. Teachers feel that the attitudes reflected at school may be those students hear and accept at home.

All groups know that school is a center for learning not only the subject matter taught in the various courses, but it is a place where concern for fellow human beings and respect for individual differences should be important and provided for.

Recommendations of Negotiating Committee for Relations with Others

- To improve relations at school will take a willingness on the part of all—students, parents, teachers, staff, administrators, and community—to try to gain a better understanding of one another. The best way to accomplish this may be on a one-to-one basis and by making an attempt to avoid stereotyping and making generalizations.
- Formation of student activities which would allow special interest groups where students, parents, and teachers with common interests or goals could work together on a regular basis might be helpful. Invite parental involvement and community involvement in activities of the school—something that would cause a "pulling together" or a team effort.
- At the student level, some provision should be made in home rooms to pay some attention to interracial problems—an airing of differences of opinions—a time for exchanging of ideas.

• As levels of instruction are improved and additional materials are acquired, we believe classroom discipline will improve.

 # 6 PRIORITY: DEVELOPMENT OF SELF

Summary

Teachers and laymen indicated that a student should compete with himself with emphasis on doing one's best. Parents, students, and staff indicated that each student should be measured by some standard or norm. However, percentages do not vary that much between those who think student should be measured against norm and those who think he should be measured against self—except for the staff—and they are 70 percent against a norm.

A composite percentage of 62 percent rated Development of Self OK or below. This means that improvements should be made to provide students with better opportunities for improving themselves.

Why Groups Responded as They Did

Teachers believe they should be aware of each student's capabilities and that they should evaluate the child on his efforts and progress; and they feel the guidance counselor can also be helpful in this area.

Parents feel that there is a lack of sufficient challenge for the different levels of ability. Students have not had opportunities for extra-curricular activities—for challenging assignments of interest to them—for having some voice in the way things are done in the classroom or in activities outside the classroom. They need and are capable of self-direction in some of these areas.

Recommendations of Negotiating Committee for Development of Self

• We recommend further grouping or as much individualization as possible. Team teaching or exchange-teacher program might be successful.

• If we are trying to recommend on the basis of both long - and short-range plans, then for long-ranged development, the whole school system needs to be considered. Sample City may try some different grouping, but consideration of "Development of Self" must be given before students get to Sample City, at Sample City, and when students leave Sample City. A consistent point of view throughout the school system—a consistent means of implementation would be helpful.

• The group feels that the curriculum and teaching methods should be structured so that students will achieve maximum intellectual development.

• Establish some basic requirements for each grade level. Review achievement levels. Review materials and teaching methods and provide some different options for advancement. Do not teach all children alike.

• We recommend that the board of education establish some policy that would limit size of class so that teachers would be able to implement individualized instruction.

 # 7 PRIORITY: THE ARTS

Summary

All groups indicated that the students at school should learn to perform in one or more of the arts. This phase of the curriculum is rated low as a priority and also rates lowest as far as the kind of job the school is doing to provide meaningful experiences in the arts. Much needs to be done to make this area of the curriculum meaningful and vital for each child.

Why Groups Responded as They Did

Parents felt that one reason the arts rated so low in priority is the lack of emphasis given this area in the total school system and community as a whole. The only group at Sample City which allows any participation or study in the arts is the band.

The staff believes that every student should have an opportunity to develop his artistic talents; but one period a day of class is not enough to provide this opportunity.

Students feel that more commitment should be given to the arts, but they do not feel it is as important as other areas of the school program.

Teachers feel this is an area of importance; but they feel other areas need more attention than the arts at the persent time.

Recommendations of Negotiating Committee for The Arts

- The members feel a program of studies in performing arts could help other areas of concern in the curriculum—such as "relations with others," and "development of self." We recommend that other courses in the performing arts be included in the curriculum.
- Invite parental involvement in an "after-school" program in performing arts. There may be parents who are talented and willing to teach music, guitar, dance, crafts, voice, etc. on a volunteer basis to small groups of interested students.

 # 8 PRIORITY: THE SOCIAL WORLD

Summary

All groups indicated that they thought students at Sample City should learn basic facts about how men live together. Although this particular phase of the curriculum was rated # 2—indicating this is one of the better areas of the curriculum—all groups with the exception of the teachers rated it OK and below by 50 percent or more. Therefore, some improvements should be made in this area, too.

Why Groups Responded as They Did

There was agreement by all groups that to learn the basic facts about how men live together would be the proper level of instruction for the junior high student.

Parents rated social studies as one of the better instructional areas.

Perhaps there was less "griping" at home about this area.

Students felt that more consideration for the subject should be given to making more students interested in it; i.e., teach something interesting and relevant to the students.

Staff felt that students need to know and understand the large American cultures, the Afro-American experiences, and have a wider knowledge of world civilizations.

Teachers felt that more emphasis needs to be placed upon relevancy and preparation for good citizenship.

Recommendations of Negotiating Committee for The Social World

- Efforts should be made to include contributions of major ethnic groups. Materials should be updated so that current events and relevant subject matter is introduced and studied that will be of interest to both black and white students.
- Emphasis should consist of teaching basic facts in a relevant way which would consider major ethnic groups and citizenship experiences.
- Expand the curriculum to include additional courses so that students may have a choice of subject matter. Long-range plans might consider moving to quarter system.

 # 9 PRIORITY: PHYSICAL WORLD

Summary

All groups indicated that students at the junior high level should learn basic facts about the world of science. A majority in all groups rated this area of the curriculum OK or below; however, which indicates some improvements should be made in this area of the curriculum.

Why Groups Responded as They Did

Most parents probably feel that some type laboratory experience, field trips, community resources would make the subject more interesting. Students get bored just reading everything out of a textbook with no hands-on experiences.

Staff members felt the science curriculum was adequate but agreed that it could be implemented more creatively and interestingly.

Teachers rated the curriculum area as they did because they feel other areas or skills need more emphasis. This may be a post-Sputnik reaction in which science emphasis is decreasing.

Recommendations of Negotiating Committee for Physical World

- We recommend that funds be expended to purchase science materials to provide some meaningful laboratory experiences; that field trips and use of community resources be implemented to make material relevant and interesting.
- In addition, provision should be made for those students who may be career oriented or especially interested in science. This might be done through formation of a course or through a Science Club.

SUPPLEMENTARY RECOMMENDATIONS OF NEGOTIATING COMMITTEE

- Initiate a building program at Sample City to provide adequate facilities for the junior high education program.
- Provide better upkeep of the building through adequate janitorial service.
- Coordinate instructional materials with careful study of the AV materials which supplement texts.
- PTSA—with the approval of the board of education—should develop a handbook for Sample City Jr. High. Representatives from all segments of the school community—students, teachers, staff, parents—should be represented in the development of the handbook.
- Each teacher should prepare a series of assignments which could be used at least a week by a substitute teacher who may not be technically prepared to teach the subject matter.
- Organization of the faculty so that each curriculum area would have someone to coordinate activities, materials, methods, etc. (department heads).

TABLE 3

	SCORES % of Schools - 1st 4 ranked scores			NEEDS % of schools - 1st 4 ranked needs		
	grades 1-5	grades 6-8	grades 9-12	grades 1-5	grades 6-8	grades 9-12
PARENTS	The 3 R's 100% Others 84% H. & P.E. 80% Work 47% Self 36% Social St. 32% Choices 32% Arts 21% Science 10%	The 3 R's 90% H. & P.D. 90% Work 50% Choices 40% Others 30% Self 26% Social St. 20% Science 20%	The 3 R's 100% Work 100% H. & P.D. 75% Choices 75% Self 25%	The 3 R's 100% H. & P.D. 84% Work 63% Others 58% Choices 42% Social St. 38% Self 32% Science 21% Arts 16%	The 3 R's 80% Work 80% H. & P.D. 70% Choices 60% Others 40% Science 30% Social St. 20% Self 20%	The 3 R's 100% Choices 100% Work 75% Others 75% H. & P.D. 50% Self 25%
STUDENTS	The 3 R's 94% H. & P.D. 89% Science 55% Social St. 50% Work 39% Arts 32% Others 31% Self 6%	H. & P.D. 100% The 3 R's 90% Work 60% Social St. 40% Science 30% Others 20% Arts 10% Self 8%	The 3 R's 100% Work 100% H. & P.D. 60% Choices 40% Others 20% Self 20%	H. & P.D. 88% Work 87% The 3 R's 80% Science 56% Social St. 55% Others 49% Arts 13% Choices 8%	The 3 R's 100% H. & P.D. 90% Work 80% Others 60% Science 30% Choices 30% Social St. 20% Arts 10%	The 3 R's 100% Work 100% H. & P.D. 80% Choices 80% Others 40% Self 20%
TEACHERS	Others 100% Self 79% Choices 64% H. & P.D. 59% The 3 R's 53% Work 42% Social St. 21% Science 5% Arts 5%	Others 100% Self 100% Choices 80% H. & P.D. 60% The 3 R's 50% Work 40% Social St. 20%	Work 100% H. & P.D. 80% Choices 80% Others 80% The 3 R's 50% Self 40%	Others 84% H. & P.D. 77% Self 70% Choices 58% Work 47% The 3 R's 42% Arts 20% Social St. 16% Science 11%	Self 90% Choices 80% Others 80% Work 60% H. & P.D. 40% The 3 R's 30% Social St. 10% Science 10% Arts 10%	H. & P.D. 80% The 3 R's 60% Self 60% Work 60% Others 40%

grades 1-5	grades 6-8	grades 9-12
19 schools	10 schools	5 schools
1431 parents	1533 parents	948 parents
1602 students	2069 students	2083 students
310 teachers	195 teachers	232 teachers